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ABSTRACT

This monograph describes Ohio University College of Education's Entry Year Pilot Project. The College of Education was awarded grant money to create and implement a mentoring program to help entry-year teachers through their first year and through the Praxis III assessment. The project involved beginning teachers, school-level mentors, and university-level consultants. Mentors completed workshops and training on mentoring and assessment. This monograph focuses on the proposed nature of the preparation and support for new teachers; current status of the preparation/support for new teachers; perceived effectiveness of the preparation/support for new teachers; perceived obstacles for effective preparation/support (and proposed solutions); financial implications of the preparation/support; institutional buy-in/support and awareness of the process; nature and quality of feedback of mentors in the preparation/support for new teachers; and direct evidence of entry year teacher progress during preparation/support for new teachers. The Entry Year Pilot Project was a positive learning experience for the College of Education faculty and partnership schools. The monograph presents 10 conclusions that should impact the Ohio Department of Education while piloting the Praxis III assessment process. The seven appendixes present quarterly reports of activities, participant profiles (beginning teachers and mentors), mid-year evaluation data, mid-year evaluation survey, case study, and financial disclosure. (SM)

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ENTRY YEAR PILOT PROJECT: A REFLECTIVE APPROACH TO MENTORING OHIO'S ENTRY YEAR TEACHERS

A Monograph Presented to
The Ohio Department of Education

By Dr. Susan R. Murray, project coordinator
Dr. Keith Hillkirk, project director

Ohio University
College of Education
December 1998

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Prologue

This monograph represents the uniqueness of the Ohio University's College of Education Entry Year Pilot Project. To represent the project holistically, I have provided rich description and details plus the research that was completed by our outside evaluators. This document presents the ODE evaluation protocol by embedding the results in the context of the project. The following provides a directory to locate the required evaluation pieces.

1. What is the proposed nature of the preparation and support for new teachers?

   The purpose of this question was to describe the participants and the characteristics of the project.

◆ Description of participants	Chapter 2
◆ Description of project	Chapter 1

2. What is the current status of the preparation/support for new teachers?

   The purpose of this question was to align and describe the project activities as they relate to each project goal.

◆ Activities report	Appendix A

3. What is the perceived effectiveness of the preparation/support for new teachers?

   The purpose of this question was to survey participating mentors and entry year teachers to ascertain their perceptions of the program.

◆ Survey form	Appendix E
◆ Data analysis of surveys	Appendix D

4. What are the perceived obstacles for effective preparation/support for new teachers -- proposed solutions?

The purpose of this question was to determine obstacles and solutions. Data were to be tracked in the quarterly reports.

♦ Activities Report	Appendix a
♦ Obstacles & Solutions	Chapter 6

5. What are the financial implications of the preparation/support for new teachers?

The purpose of this question was to present the costs of this mentoring

♦ Financial disclosure	Appendix G

6. What is the institutional buy-in/support and awareness of this process?

The purpose of this question was to analyze the impact this project has had.

♦ Impact	Chapter 7

7. What is the nature and quality of feedback of mentors in the preparation/support for new teachers?

The purpose of this question was to analyze the mentor and entry year teacher as a unit to identify the effectiveness of feedback. Data were to be presented in a composite case study.

♦ Case Study	Appendix F

8. What is the direct evidence of entry year teacher progress during preparation/support for new teachers?

The purpose of this question was to ascertain what processes were in place to ensure project effectiveness.

♦ Feedback Mechanism	Chapter 6

CHAPTER ONE

The Model

For the 1997-1998 academic year, the Ohio Department of Education awarded Ohio University College of Education grant monies of $300,000 to create and implement a mentoring program to assist entry-year teachers through their first year of teaching and through the Praxis III assessment. Mentoring and assessment form a synergetic relationship. The mentoring serves the purpose of facilitating teacher growth and commitment in the field of education while the assessment (Praxis III) ensures the competence of those teachers licensed to work in Ohio. Seventeen different projects were funded statewide with each project being evaluated by hired outside evaluators. Each project configured the mentoring experience based on their conceptions of mentoring, current research, and regional culture.

The Entry Year Pilot Project was a positive learning experience for Ohio University's College of Education faculty and our partnership schools. We continue to learn more about creating powerful mentoring experiences for entry year teachers. Provided with skills, knowledge, and continuing support, the mentors assisted beginning teachers as they reflected on their practice, examined their teaching, and investigated their own classroom inquiries.

The project design of Ohio University's College of Education Entry Year Pilot Project also emerged from our conception of mentoring, current research, and our regional culture. We envision mentoring as a partnership between two professionals -- one serving as experienced mentor and the other as an apprentice. This partnership is relationally rich, growing from an earned trust and mutual commitment. Mentoring requires extensive time for the mentor and entry year teacher to meet. The mentor serves as a facilitator for professional reflection, assisting the entry year teacher to think deeply about personal practice in relation to student learning.

This project design is also based on the current research in professional development, constructivism, interpersonal communications, and action research. Lastly, the knowledge gained through three previous years of piloting the Praxis III model and seven years of collaboration with six southeastern elementary and middle schools also impacted the design. Participating agencies in this Entry Year Project included all school districts in Athens County--the Athens County Educational Service Center, Alexander Local School District, Athens City Schools, Federal Hocking Local School District, Nelsonville City Schools, Trimble Local Schools--River Valley Community School, the Southeastern Regional Professional Development Center, and the Ohio University College of Education.

The Needs

The project addressed the need to:

1. Identify effective ways of mentoring beginning teachers as they complete the Praxis III assessment model.
2. Investigate ways of strengthening partnership between teacher preparation institutions and public schools in educating pre-service teachers.
3. Prepare teachers and teacher educators to assess teaching using the Praxis III model.
4. Inform principals about their role in supporting mentor/mentee collaboration and strengthening school/university partnerships.
5. Train teachers to collect and use classroom data to study and improve teaching.
6. Ensure that the teacher education curriculum prepares pre-service teachers who understand the Praxis III model and its expectations and are fully prepared for performance-based assessment during their entry year of teaching.
7. Investigate ways of preparing teachers through the teaching fellows model that include intensive collaboration between the preparation institution and the school.
8. Compile and disseminate findings statewide to ensure that Ohio educators are prepared for implementation of new Teacher Standards requirements.

The Activities

The Entry Year Pilot Project places the demands of the Praxis III assessment model central to its design. As seen in Figure 1, each facet of the model revolves around the Praxis III assessment.

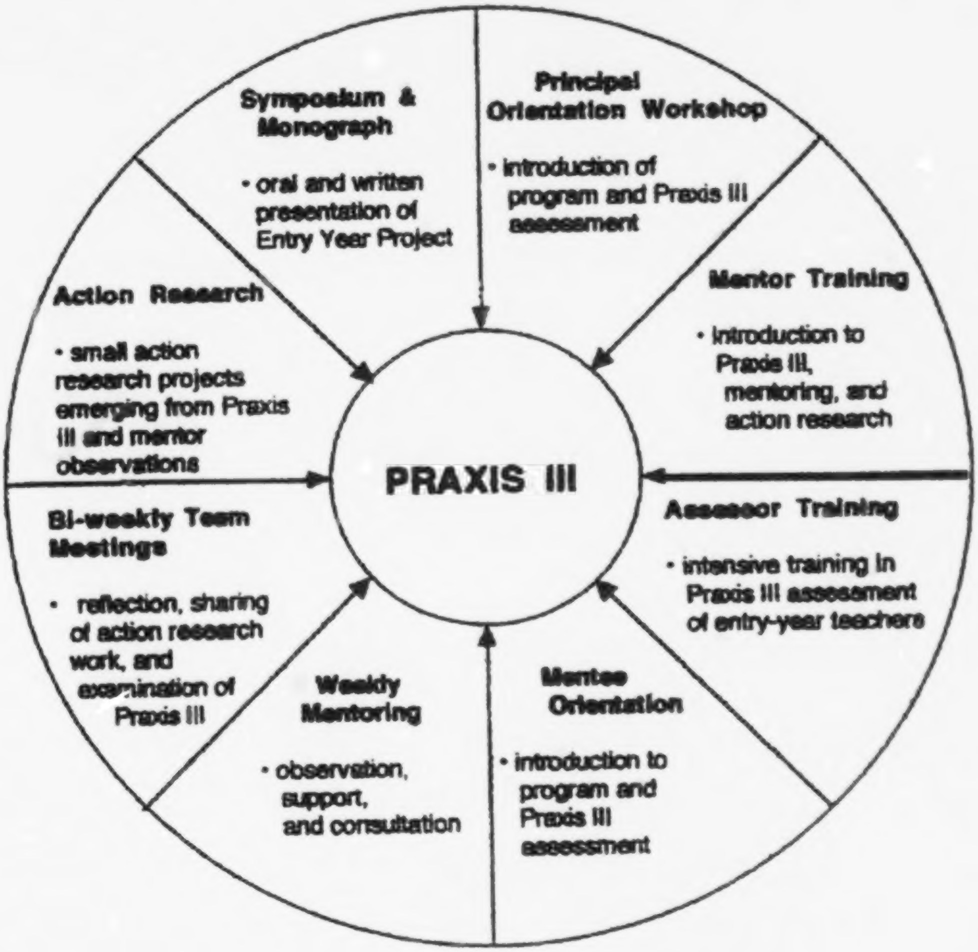

Symposium & Monograph
• oral and written presentation of Entry Year Project
Principal Orientation Workshop
• introduction of program and Praxis III assessment
Mentor Training
• introduction to Praxis III, mentoring, and action research
Action Research
• small action research projects emerging from Praxis III and mentor observations
PRAXIS III
Bi-weekly Team Meetings
• reflection, sharing of action research work, and examination of Praxis III
Assessor Training
• intensive training in Praxis III assessment of entry-year teachers
Weekly Mentoring
• observation, support, and consultation
Mentee Orientation
• introduction to program and Praxis III assessment

Figure 1. Activities Connected to Praxis III

The following represents a brief description of the activities involved in this mentoring process.

Principals Workshop--Principals from each of the participating 17 schools attended a one-day orientation where they learned about the Praxis III model and the design, goals, and expectations of this project. The principal's key role in understanding and supporting the project was the focus of this orientation. Principals identified and recruited two to four teachers from their building who served as teacher mentors; they also assisted in recruiting Praxis III assessors.

Mentor Training--Forty-three mentors were trained, including 37 public school teachers and six university faculty. Mentor training was held during the summer of 1997. The intensive week-long training focused on the four domains of Praxis and three reflective tools of mentoring. During this training, the grant coordinator and mentor trainer, Susan Murray, identified six teachers to serve as mentor coaches, or team facilitators.

Assessor Training--Ohio University's College of Education hosted a Praxis III assessor training. We had 13 assessors--both public school teachers and university faculty-- trained during the summer of 1997. Trainers provided by the Ohio Department of Education conducted this one-week training. Following Praxis III assessment guidelines, these assessors then assessed the participating entry year teachers twice during the 1997-1998 school year, once during each semester.

Mentee Recruitment and Orientation--Twenty-six first or second year teachers participated in the Entry Year Pilot Project. Twelve of the 26 were recruited to serve as teaching fellows during the 1997-1998 school year. Fellows (full-time master's level graduate students who co-teach with their teacher mentor) began graduate study in summer or fall 1997 and completed course work summer 1998. Two teaching fellows were placed at each of the 6 partnership schools. Hence, in six of the 17 schools there were two beginning teachers and two teaching fellows participating in this project. During orientation, entry year teachers explored Praxis III assessments and the requirements of this project.

Weekly Mentoring --The mentor's initial challenge was to develop a needed level of trust and rapport with their entry year teacher. Beyond supporting, observing, and assisting the entry year teacher with their planning, classroom teaching, and other responsibilities, the mentor assisted the mentee in becoming familiar with the Praxis III model in preparation for their assessments. The mentor also assisted their mentees with action research projects; they designed and implemented action research projects in the Praxis III domains which enabled them to collect classroom data directly related to the Praxis III domains. The dyad also attended biweekly team meetings together.

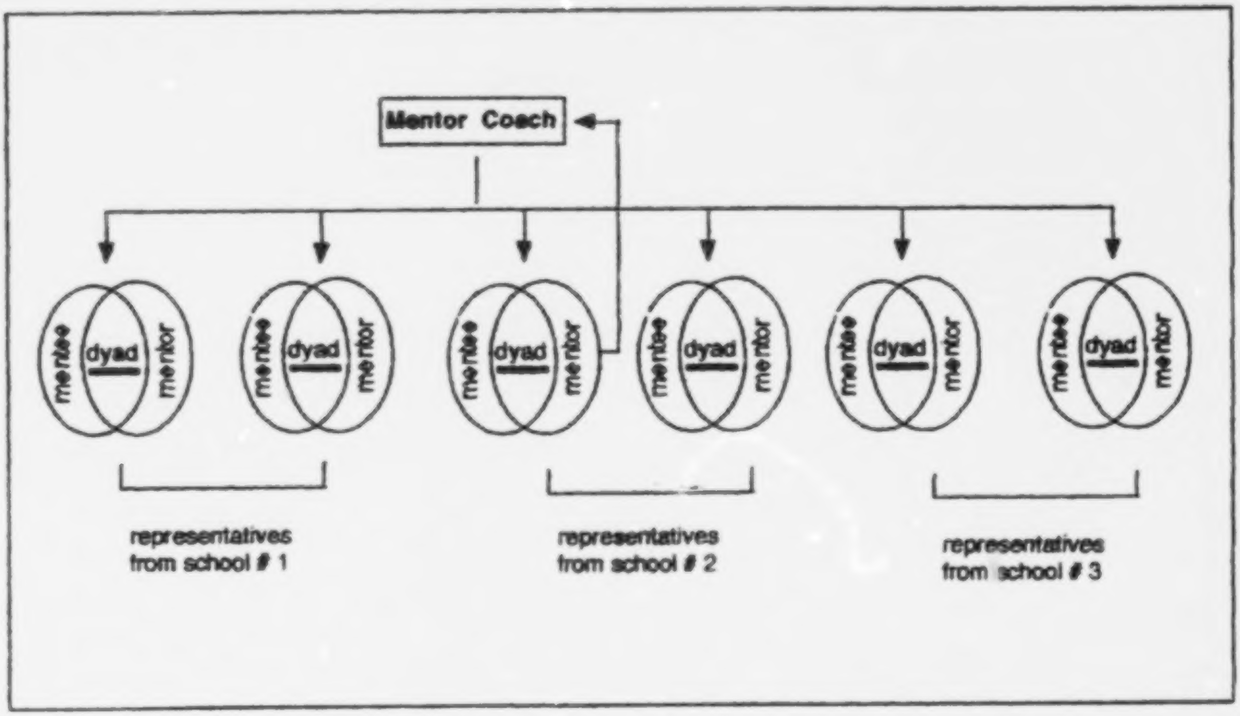

Mentor Coach
mentee
dyad
mentor
representatives from school # 1
representatives from school # 2
representatives from school # 3

Figure 2. Structure of One Team

Biweekly Team Meetings--Six mentor coaches commenced small-group team meetings with pairs from their assigned two or three schools. As seen in Figure 2, one of the mentors on the team served as the mentor coach. The size of each of the six teams ranged from 12 to 17 people, including mentors, entry year teachers, and a university faculty support person (called university resource persons). The purpose of these two-hour meetings was to provide a support system, a designated time to focus on mentoring and the Praxis domains, and a place to reflect and build upon their shared learning and inquiries. Monetary support for materials and refreshments for these meetings was built into the project budget.

Action Research--Participating mentors received training in the theory, purpose, and uses of action research during their summer training. In turn, they worked together as a team to familiarize the entry year teachers with this information. Each entry year teacher, with the assistance and guidance of the mentor, designed and implemented action research inquiries in the Praxis III domains. Many research designs were polished during team meetings as the entire support team analyzed the research purpose and design.

Symposium and Monograph--The symposium held on May 9, 1998 was designed and facilitated by the mentors and entry year teachers. During the symposium, which was attended by 210 people, mentors and entry year teachers modeled the three reflective tools of mentoring. Many represented their work by participating on panel discussions. Twenty mentors and entry year teachers presented their action research projects. The monograph is written to represent the uniqueness of this project by describing the events, the participants, and research conclusions of this Entry Year Pilot Project.

The above project activities took place according to the planned timeline that was initially designed for the grant. Figure 3 represents the activities and time frame.

Spring 1997	**Summer 1997**	**Fall 1997**	**Winter 1998**	**Spring 1998**
Principal Orientation	Assessor Training	Mentor Orientation	Weekly Mentoring	Weekly Mentoring
Identification of Mentors	Mentor Training	Weekly Mentoring	Biweekly Support Team Meetings	Biweekly Support Team Meetings
Identification of Graduate Teaching Fellows	Mentor Coach Training (team facilitators)	Biweekly Support Team Meetings	Monthly Mentor Coach, University Resource Persons, And Coordinator Planning Meeting	Monthly Mentor Coach, University Resource Persons, And Coordinator Planning Meeting
	University Resource Person Meeting	Monthly Mentor Coach, University Resource Persons, And Coordinator Planning Meeting	Monthly Newsletter	Monthly Newsletter
		Monthly Newsletter	Action Research Projects	Action Research Projects
		Action Research Projects		Second Round Praxis III Assess.
		First Round Praxis III Assessments		Symposium & Monograph

Figure 3. Timeline of Activities

Project Goals and Evidence of Achievement

In the proposal, we targeted 10 project goals. Throughout the year, we revisited these goals frequently to refocus our work. Below are the 10 goals and the evidence of achievement. See Appendix A for specific dates and attendance of activities as they relate to these 10 goals.

Goal #1: Train 18 public school and university educators as Praxis III assessors. During the summer of 1997, Ohio University hosted one of the assessor training sessions; 13 of our educators, both public school teachers and university faculty, attended the training.

Goal #2: Assess the classroom performance of 35 first- or second-year teachers, and 12 teaching fellows, with the Praxis III assessment model. Because several partnership schools did not have entry year teachers, we had only 26 beginning teachers participating. Our other participants were student teachers, who are not assessed. All 26 entry-year teachers were assessed during both rounds of assessments.

Goal #3: Investigate ways of strengthening partnerships between teacher preparation institutions and public schools in educating pre-service teachers. Our seven partnership schools had graduate teaching fellows who taught half day. These fellows provided release time for two teachers to serve as university liaisons. These teachers actively participated in the biweekly partnership support meetings to further our work with pre-service teachers. Besides representing their school at partnership meetings and working with pre-service teachers, these liaisons each performed important duties for their schools. For example, some liaisons coordinated their school's professional development activities, and some implemented and maintained computer training for faculty. Each school determined the most beneficial duty that connected to their mission statement. Through the fellows and university liaisons, the partnerships have been strengthened. Each member of the partnership had an active voice at the partnership meetings, and each member gave and received critical pieces to enhance their performance. This relationship provides exciting school field placements for pre-service teachers.

Goal #4: Prepare 42 public school and university mentors who will collaborate in mentoring first- or second-year teachers and teaching fellows (full-time graduate students who co-teach with their teacher mentor). During the summer of 1997, 47 mentors participated in an intensive week-long training seminar on mentoring, learning both knowledge and skills. Based on evaluations and daily reflections, the training sessions were extremely successful.

Goal #5: Train mentors in action research knowledge and skills so they can support their mentees in inquiry that collects and interprets classroom data directly related to the Praxis III model. The mentors were provided a solid foundation in action research during their summer training. The support teams then focused intensely on action research. These research inquiries were presented at the symposium.

Goal #6: Inform principals about their role in supporting mentor/mentee collaboration and strengthening school/university partnerships. The principals participated in an orientation meeting the summer of 1997; they also provided the names of potential mentors and assessors. The principals and superintendents also received the grant newsletter, updating them on important information. To include the principals more and receive feedback, six were invited (five attended) to one of the monthly planning meetings. Principals were also invited to the symposium.

Goal #7: Prepare six mentor coaches, each of whom will be responsible for facilitating biweekly team meetings of two or three schools' mentors and mentees for sharing and supporting work with action research and the Praxis III model. The six mentor coaches met together monthly to discuss their team meetings. After reading meeting reflections from their team members, the coaches discussed problems and solutions. The teams met biweekly with high attendance and excitement.

Goal #8: Utilize the six university Praxis III resource persons to inform College of Education faculty on teacher education curriculum changes needed to prepare pre-service teachers for the Praxis III assessment model. The six university resource persons, who each participated as a member on one of the teams, worked actively in the partnership schools, teaching on-site courses and promoting professional development activities. Several faculty began using some of the reflective tools for mentoring in their college classrooms. Those faculty who supervised student teachers used these tools in their weekly meetings. Since Ohio University's College of Education has already revised the student teaching evaluation to align with Praxis, many faculty members expressed interest in the Entry Year Pilot Project as it was reported on quarterly in the college newsletter.

Goal #9: Host a Symposium on the Entry Year Pilot Project during May 1998 where teachers will present the design and findings of their action research inquiries. The symposium was held on Saturday, May 9, 1998 from 9 a.m. to 3 p.m. All area Athens County and City teachers were invited through posters and the RPDC. Of the 210 attending, many were mentors and fellows who would be participating during the 1998-99 year. Mentors and entry year teachers presented their work.

Goal #10: Publish and disseminate statewide, action research reports on the Praxis III model, as well as the design and outcomes of this Entry Year Pilot Project. Mentors and entry year teachers created professional portfolios. University Resource Persons documented team development. Mid-year evaluation data were collected and analyzed by our outside evaluator. Another outside evaluator attended team meetings and interviewed entry year teachers to determine the nature and quality of feedback. These research finding are presented in this monograph.

Barriers to Achievement

Two barriers kept emerging. First, some principals lack support for the Entry Year Pilot Project. Even though they attended an orientation and receive newsletters, several principals appeared not to understand Praxis III and the impact this model will have on them. To combat this problem, our university resource people visited the principals. We also invited six principals to a monthly planning meeting. We believe the principals need a more integrated role in the project.

Another barrier we encountered is that of substitute teachers for mentor observations of entry year teachers. Though we allocated money for substitutes, substitutes were not always available.

Expected Outcomes

The following expected outcomes were identified for the project:

1. We expected that the seven current university/school partnerships for pre-service teacher education would be strengthened. Teachers actively participated in the biweekly partnership support meetings. These teachers served as liaisons, providing their schools with partnership updates, supervising student teachers, placing pre-service observation students, etc.

2. We expected that both mentors and entry year teachers would grow professionally in their practice and reflection. By supporting their mentees, the mentors assisted in action research projects, discussed Praxis III domains, and observed their mentees biweekly. These professional activities fostered continual mentor reflection on their own professional practice.

3. We expected that the biweekly team meetings would provide on-going support for the mentors as they improved their skills and the mentees as they improved their practice. These team meetings have been powerful; teachers attended faithfully and appreciated the support.

4. We expected that the entry year teachers would receive both an increase in the quality and the quantity of feedback from their mentors through the use of mentoring tools: reflective (observational) coaching, consultancy protocols, and action research projects.

5. We expected that the entry year teachers would experience a sense of professionalism through their work with a team of experienced master teachers.

6. We expected that we would make monthly adjustments. During each mentor coach and university resource persons monthly planning meeting, the coaches presented problems and possible concerns. The group worked together to solve problems and trouble shoot future issues.

Unexpected Outcomes

The following unexpected outcomes occurred.

1. One pleasant unexpected outcome was the high level of commitment from both the entry year teachers and the mentors. The participants faithfully attended the after-school biweekly team meetings,

and they presented their work for feedback. The mentors attempted to observe their entry year teachers twice a month, while the entry year teachers attempted to observe another master teacher twice a month. Meanwhile they met weekly to talk and work on action research projects.

2. The three tools that the mentors learned (reflective (observational) coaching, action research, and consultancy protocols) have infiltrated student teaching seminars and pre-service teacher education courses throughout the college of education.

3. Another unexpected outcome was the impact this Entry Year Pilot Project had on whole schools. The Plains Elementary trained every teacher in mentoring and Praxis III so that they can provide more powerful, coherent experiences for their pre-service teachers. Several other area schools are exploring ways to provide all their teachers the knowledge and skills of mentoring.

4. The teaching fellows program has been extremely successful. Full-time graduate students spend half their time co-teaching with their mentor teacher. Thus they are able to integrate and apply the theory of the master's courses to the practice of their internship. The surprise has been the rush of students wanting to apply for a fellowship for next year.

5. The last unexpected outcome is how this Entry Year Pilot Project has impacted our six mentor coaches. They not only have learned the skills and knowledge of facilitation, but also now have the confidence to take more comprehensive leadership roles in their schools in the arena of professional development.

This Entry Year Pilot Project has provided abundant opportunities for research and collaboration.

Mentors -- The mentors were also quite homogenous in race, educational background, and gender, as can be seen in mentor profiles in Appendix B. Of the 37 mentors, 11 served as a mentor to the 11 university teaching fellows. These mentors were viewed as partnership liaisons because they represented their school at partnership meetings and facilitated school improvement activities with their half-day release.

Principals -- The principals served as a facilitator of the mentor and entry year teacher relationship in that they helped match the dyad and then supported the relationship by providing time through substitute teachers.

Mentor Coaches -- Six women served as mentor coaches. All exhibited leadership abilities during the summer mentor training, had ample teaching experience, and showed a commitment to teaching and learning through their school service activities.

University Resource Persons -- The university resource persons were Ohio University College of Education faculty. Two male and four female professors served in this role. Five of the six professors worked directly with a partnership school, teaching courses and coordinating pre-service teachers.

Coordinator -- The last role was that of coordinator. This role was filled by a female assistant professor at the college of education.

Roles and Responsibilities

Participants received clear expectations of the requirements placed upon them because of their participation in this project. These responsibilities were discussed openly, and participants were expected to fulfill them because they were being compensated. Figure 5 presents the responsibilities for the mentors, entry year teachers, mentor coaches, and university resource persons.

Mentors
- Attend two meetings a month
- Observe your mentee once every two weeks
- Arrange for mentee to observe another master teacher once every two weeks
- Maintain weekly conversations with mentee
- Complete a mentor portfolio

Entry Year Teachers
- Attend two meetings a month
- Be observed by your mentor once every two weeks
- Arrange to observe another master teacher once every two weeks
- Maintain weekly conversations with your mentor
- Complete a mentee portfolio

Mentor Coaches
- Organize date, time, & location for biweekly meetings
- Attend monthly mentor coach and coordinator meetings
- Prepare all necessary materials for team meetings
- Purchase refreshments for each team meeting
- Maintain accurate financial records of team refreshment expenses
- Facilitate team meetings
- Facilitate the production of a team portfolio

University Resource Persons
- Participate in biweekly team meetings
- Attend monthly mentor coach and coordinator meetings
- Assist team members with collaborative action research projects
- Submit a final report on your team as a support mechanism
- Maintain a working portfolio

Figure 5. Participant Responsibilities

Each participant received information concerning the importance of their role and the responsibilities they were to perform. During the team meetings, participants frequently evaluated and refocused their work. For each responsibility, there was an accountability system. For example, teachers were required to attend the biweekly meeting; thus attendance was taken at each meeting. The teachers were required to develop a portfolio of their work; thus they worked on the portfolio at team meetings and some presented them at the symposium.

During the middle of the year, the mentor coaches and university resource persons decided that the following year an additional requirement would be placed on each team. Besides the individual portfolio, each team would be responsible to submit a team portfolio. This portfolio would portray the evidence of their team as a support mechanism for entry year teachers along with the evidence to support improvement of mentoring skills. The focus of the team portfolio would be to show the improvement of the entry year teachers in the four domains of Praxis III.

Perceived Benefits

The participants participated in the Entry Year Pilot Project for various reasons. From the mid-year evaluation of benefits (see Appendix D), mentors and entry year teachers described the benefits they received from the project. Figure 6 presents a summary of the perceived benefits.

Mentors

-$1,500 stipend
-6 hours graduate credit
-professional growth
-learning from others in the team
-friendships
-improved planning
-improve own teaching by observing another
-summer workshop
-insight into teaching

Entry Year Teachers

-$300 honorarium
-reduced fee for 3 hours graduate credit
-learned from experience of others
-increased reflection on own teaching
-feedback and support
-increased knowledge of teaching
-improved teaching
-confidence

Mentor Coaches

-$1,500 stipend
-improve facilitation skills
-experience working with adults
-increased confidence
-professional development

University Resource Persons

-$1,500 stipend
-professional development

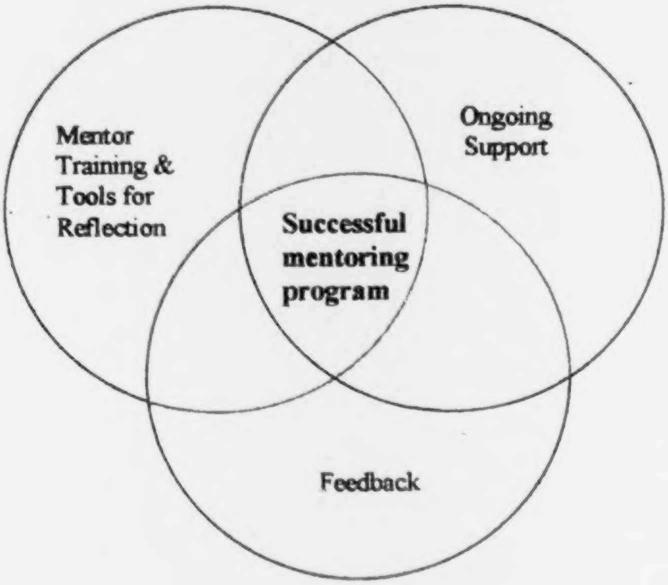
Figure 6. Perceived Benefits

For the mentors, most of the benefits unmistakably revolved around their own professional growth through the responsibility of mentoring an entry year teacher and also by learning from other teachers during the biweekly team meetings. For the entry year teachers, most identified learning from the experience of others and their increased ability to reflect as the main benefits. According to the benefits described by mentors and entry year teachers, this mentoring experience served as a vehicle of mutual professional growth.

CHAPTER THREE

What We've Learned

The Entry Year Pilot Project has provided a fertile ground for research in mentoring. We've learned three key lessons concerning mentoring in the context of reflecting on the four domains of Praxis III. To create a successful mentoring experience, three fundamental pieces must be intact.



First, a successful mentoring experience depends upon the quality of the mentor training. Of course mentors must possess a great deal of knowledge, but they must also possess the skills necessary to use tools for reflection. Mentors realize they must observe their entry year teachers, but they must have the skill and practice to make the observation a powerful learning experience. Mentors know the power of classroom research, but they must have the skill and practice to assist an entry year teacher in a collaborative inquiry.

Second, we learned the importance of providing ongoing support for both the mentor and entry year teacher. This support provided the momentum necessary to maintain the project. This support took many forms. The mentoring experience was supported through resources, time, personnel, and knowledge and skill acquisition.

The third fundamental piece of a powerful mentoring experience is collecting feedback to make necessary adjustments to meet the needs of those involved in the project. The mentoring experience must adjust to meet the needs of those involved.

These three fundamental supports are the framework for chapters 4, 5, and 6.

CHAPTER FOUR

Mentor Training & Tools for Reflection

Mentor Training

> "I think I have had the ability for quite some time. I just didn't have the right tools or the self-confidence that I needed to pull it all together. Imagine it as a tulip bulb lying dormant in a cold cellar over the winter. All of the resources it needs wrapped up in that bulb, ready to flourish once the right environment, the warmth of spring, beckons it, encourages it to grow.
>
> I'm talking about the practice of mentoring. I call it a practice because it is an art and it continues to grow and flourish as I do more and more of it. And because I plan on being a mentor in one capacity or another, for the rest of my life, the practice will continually be refined and adapted for specific needs; it will continue to grow."
>
> -- a mentor

Each mentor participated in one of two intensive weeks of mentor training. The following are the demonstrative goals that guided each workshop:

Mentoring Workshop

Goals:

1. Develop knowledge of the uses of protocols to improve teacher practice and practice using protocols

2. Develop knowledge of the skills necessary for collaborative action research; practice the process of collaborative inquiry

3. Develop and receive feedback on a tentative collaborative action research plan

4. Develop knowledge of the skills necessary for observational coaching; practice observational coaching and reflective questioning

5. Explore the question: "What does it mean to be a mentor?" and develop a philosophical and practical frame for this role

6. Begin constructing a mentor' portfolio and develop approaches for helping mentee to construct a portfolio

7. Explore the four domains of Praxis III and the connection they have to mentoring

The design of the mentor training focuses on empowering mentors through the development of the necessary knowledge and skills to mentor. Thus the week consisted of mini-lectures, in-class readings, and application exercises to provide this cognitive foundation. The overall goal was to ground the mentors in the following knowledge base and skills, as seen in Figure 7.

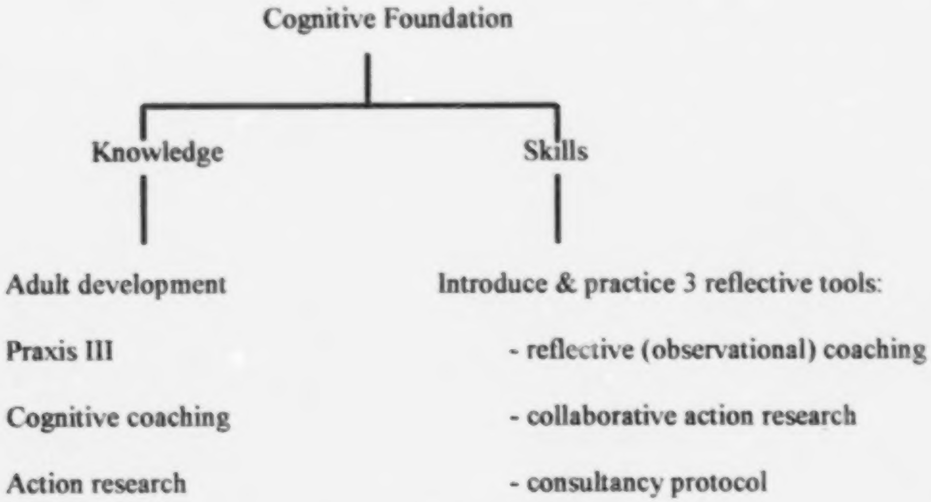


Figure 7. Cognitive Domain

The mentor training also focused on the affective domain. Because the mentors and entry year teachers would be participating on support teams, the mentors needed to experience first hand the power of a collaborative, focused team. Thus the week provided ample opportunities for small groups to transform into powerful teams. Each mentor experienced the following key pieces represented below.

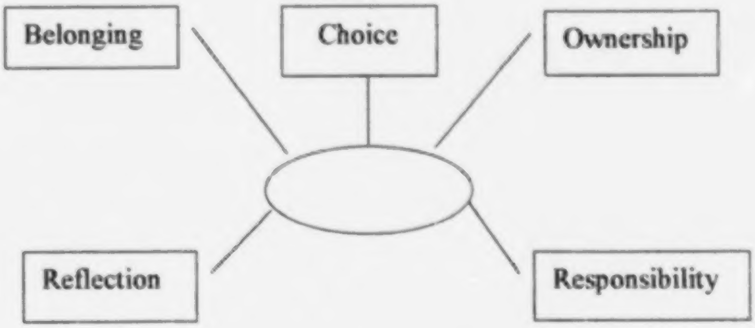


Figure 8. Affective Domain

Belonging -- In the training, the mentors felt a sense of belonging because they were divided into permanent collaborative teams for the week. Through substantial team building activities focused on personal and professional issues, each mentor felt a strong sense of belonging to this group.

Teacher Voices:

> "Wow! The gallery walk [the display of action research projects] was really powerful. I especially enjoyed how each group approached the problem differently. It really made me think. It also made me feel good that I'm a part of this group. We are professional! We are seriously committed to being excellent teachers and we devote a significant amount of time considering what encourages the best in our students."
>
> -- a mentor
>
> "My group is awesome! I feel that we all really care about children and through mentoring we can help provide better future teachers who will take our place. We are thinkers and talkers and . . . solvers."
>
> --a mentor

Choice & Ownership -- Throughout the training, mentors made important choices. During in-class reading time, mentors had the opportunity to select the readings that most closely aligned with their questions and interests. Each mentor also had choice concerning the way in which they used the scheduled tool practice time. During the last two days of training, four one-hour sessions were organized so that mentors could practice the tools which they believed they needed to improve. They assessed their own skill development and made critical choices based on their needs. These choices created a sense of ownership for the mentors.

Teacher Voices:

> "Today was the best so far. Most of the confusion has cleared and my role as mentor is continuing to emerge. I particularly like the fact that we have so much freedom to pick and choose methods of conferencing and observing and can change as the mentor / mentee relationship develops."
>
> -- a mentor

Reflection -- At the end of each day, mentors were asked to write a written reflection on the day to summarize their learning, connections, and questions. From these reflections, the next day's agenda was frequently revised. Mentors also reflected on their own teaching by presenting their own lessons for critique and by planning action research inquiries stemming from personal classroom dilemmas.

Teacher Voices:

> "This week has been wonderful. It's made me think in a way that I haven't for a long time -- I guess you could say it has forced me to be reflective on who I am as a teacher and who I will be as a mentor."
>
> -- a mentor
>
> "This whole week keeps me thinking and thinking and thinking."
>
> -- a mentor

Responsibility -- By the end of the week, the mentors felt a strong sense of responsibility. They had discussed the evidence of good mentoring, and they had examined the requirements they were expected to fulfill. Exploring ways to meet these requirements in their school situation, the mentors journaled about their goals and barriers to overcome. They realized the importance of the mentoring relationship.

Teacher Voices:

> "Today reflecting on how much teaching is me and my life and how I can share this enthusiasm with a beginning teacher, I realized how important and potentially significant this mentor-mentee relationship can and will be for me (and hopefully my mentee)!"
>
> -- a mentor

The mentor training served as an experiential model for the biweekly support teams that the mentors would later attend. They experienced what they were going to create. As the mentors began the workshop, they examined the workshop goals and evaluated themselves accordingly. Mid-week, the mentors again reflected on their growth in attaining the goals. On the last day of the week, mentors marked the "goal charts" for the last time to show their professional growth in these goal areas. All seven goals were attained with great success.

Tools for Reflection

> "I have been 'growing like a weed' each day this week. All the 'parts' of the week have come to a 'whole' today! Each day I have learned new techniques to enable me to be an effective mentor -- not merely a 'mentor' but an 'effective mentor.' I don't think it is enough to be a shoulder to cry on; I need to have a thought-out 'game plan.' And , I now feel that I do have that game plan in hand! This summer mentoring workshop has given me the tools, the valuable tools, for using with my mentoring adventure. I'm ready to begin!"
>
> -- a mentor

Many times mentors perceive their role as someone who answers basic questions and, perhaps, does several observations. True mentoring far surpasses this simple description. Mentors play a key role in assimilating teachers into an educational culture and in facilitating skill development and knowledge acquisition. To be successful, mentors must have tools they can use, just as a good teacher has a myriad of instructional tools.

The mentor tools are all closely connected to Praxis III but are designed in such a fashion that promotes reflection instead of prescription. If an entry year teacher is continually told what to do, he or she will do only what is told. Improvement then is based on an outside source. If an entry year teacher is forced to reflect and make decisions based upon data and performance criteria, then he or she will learn the skills necessary for self-improvement. Professional growth will continue each year as the teacher reflects, evaluates, and changes.

During the year, the entry year teachers were first introduced to the consultancy protocol, which is a structured format for providing critical feedback in a focused, safe environment. Next, they began working with reflective (observational) coaching. After understanding the observation process, they were observed by their mentors at least twice a month. The last reflective tool, which was introduced in January, was collaborative action research. With these three concrete tools, the mentors promoted reflection in their entry year teachers. As one mentor stated, "The consultancy protocol, action research, and reflective (observational) coaching have all been tools that have helped both my mentee and myself grow. The protocols help me stay focused and they give record of our growth."

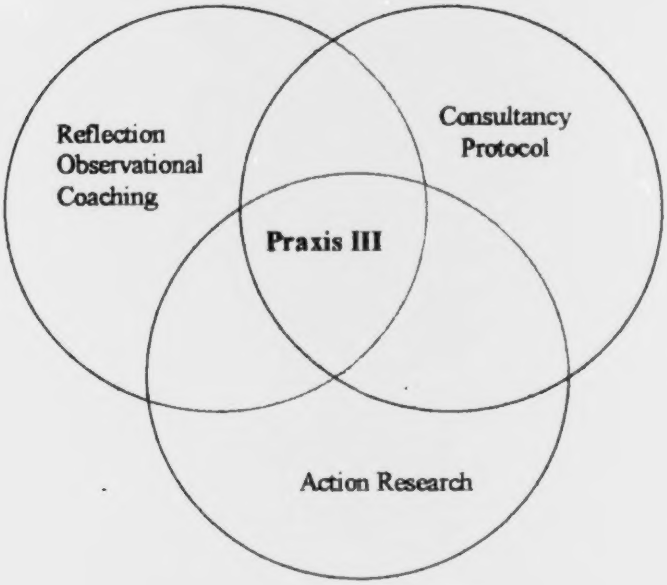


Figure 9: Tools for Reflection

Consultancy Protocol

The consultancy protocol (see Figure 10) was developed as part of the Coalition of Essential Schools' National Re:Learning Faculty Program, and further adapted and revised as part of work of the Annenberg Institute of School Reform Faculty Project. This protocol provides a timed framework for a critical discussion of a lesson plan, unit, or classroom dilemma. At the biweekly team meetings, either a mentor or an entry year teacher presented a lesson for critique using this protocol. Each time, a different teacher facilitated the protocol, adhering quite strictly to the time limits. Many entry year teachers presented the lesson that they taught for the Praxis III assessment. Thus they were able to revise and reflect on the lesson with the guidance of many experienced and novice teachers. This reflective tool created an environment for improvement for both the mentors and the entry year teachers. Learning and reflection took place for those who presented and those who participated by asking probing, thoughtful questions.

Consultancy Protocol

FORMAT

10 minutes	1. Presenter gives an overview of the work
10 minutes	2. Clarifying Questions
15 minutes	3. Probing Questions note: questions are to help presenters clarify and expand their thinking about the issues and questions they raised. note: should not be a conversation between two
15 minutes	4. Group Discussion note: presenter listens and takes notes
5 minutes	5. Presenter Reflects
5 minutes	6. Debrief Process

Figure 10. Consultancy Protocol

Teacher Voices:

"I enjoyed the feedback from my colleagues about my lesson -- it really made me stop and think about what I do and why."

"After participating in consultancy protocols, I've learned to be more prepared, reflective, and professional."

"The consultancy protocol always generates questions and new ideas. I enjoy that process more each time, especially the great lesson plans that have been shared."

"These tools, as I began to use them, became more and more valuable. In fact, I found that being involved in the consultancy protocol of one of my team members could be a synergistic experience . . . a very powerful one."

Reflective (Observational) Coaching

The mentors during the first mentor training workshop developed the reflective (observational) coaching protocols. These protocols provide teachers with a simple structure to follow when they observe their entry year teachers.

The pre-observation protocol (see Figure 11) reflects many of the issues found in domain A of Praxis. The entry year teacher first presents the lesson that the mentor plans to observe. After asking any clarifying questions, the mentor asks the entry year to explain what they like about the lesson. The mentor then asks four permanent probing questions, which reflect several of the questions that the assessor will ask. The probing questions continue as the entry year teacher discusses ways to polish the lesson.

When the mentor observes the lesson, he or she simply writes a running record of evidence, on a smaller scale than an assessor would (see Figure 12). Along side of the running record, the mentor jots down probing questions that will push the entry year teacher's thinking.

For the post-conference, the mentor folds the running record page in half so the entry year teacher can observe only the running record of evidence. After reviewing the data, the entry year teacher and the mentor praise the strong points of the lesson (see Figure 13). Then the mentor begins a reflective session, guiding the entry teacher to reflect upon what they did and why they did it. The mentor inserts probing questions throughout the session. The observation ends by both mentor and entry year teacher reflecting on the observation process to identify areas to improve their skills. The mentors observe their entry year teachers twice each month. Thus, these reflective sessions become a ritual, a normal part of their teaching experience.

Reflective (Observational) Coaching

Pre-Conference Protocol

Present

Mentee presents the planned lesson for observation
CLARIFYING QUESTIONS: Mentor asks questions because he or she does not understand something in the lesson.

Praise

Mentor Question: What do you like about this lesson?
Mentor then provides his or her assessment of what the teacher did well in planning this lesson and WHY this teaching behavior is effective.

Question

Permanent Probing Questions: Mentor asks questions because he or she wants to "push" the beginning teacher's thinking.

1. Explain the modifications, if any, that you made for particular students.
2. How does this content connect to lessons in the past, present, and future?
3. How did you choose which methods, procedures, or activities to use for this lesson?
4. How will you know if the students have learned what you intended them to learn?

Polish

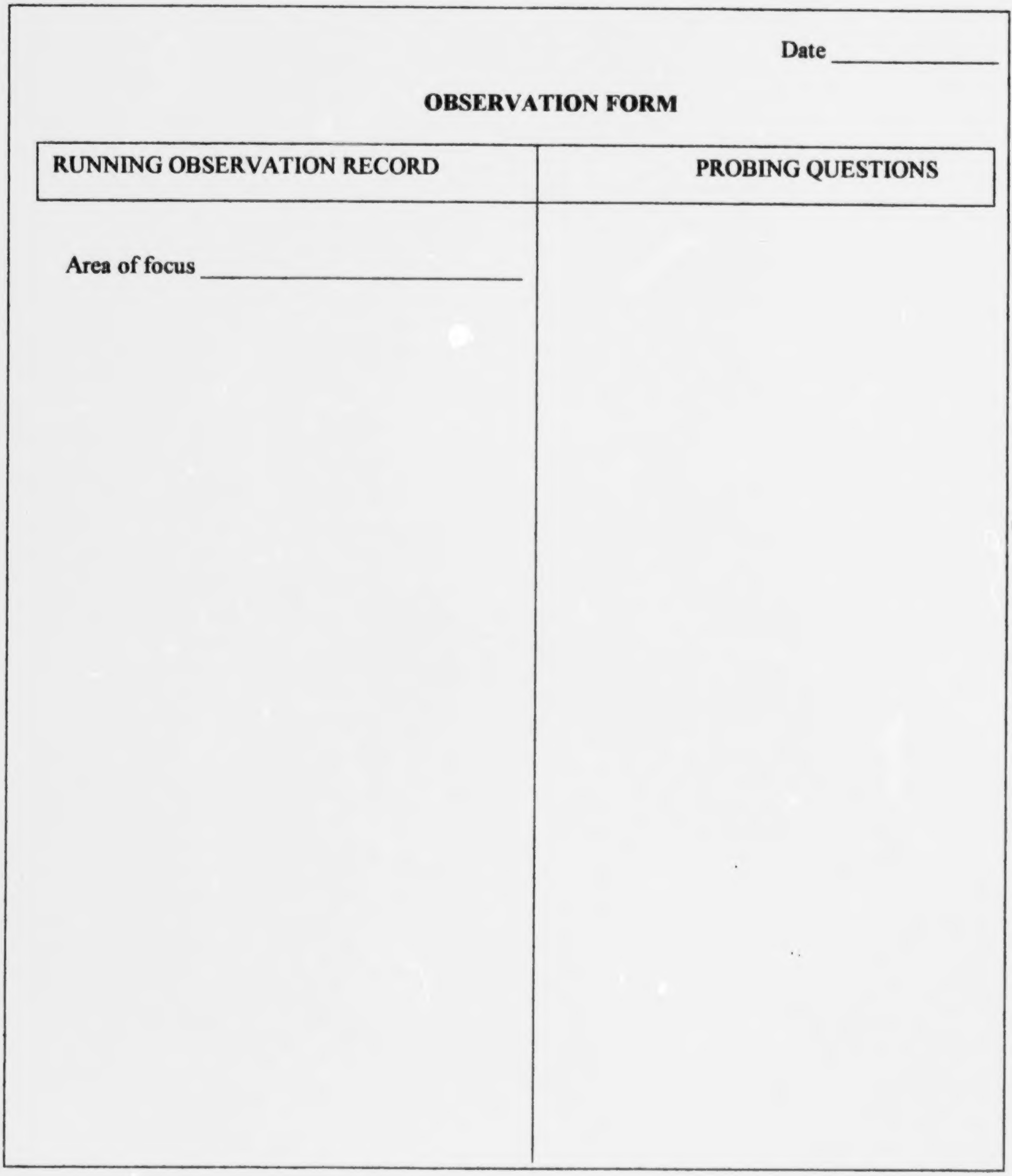
Mentor Question: After our conversation, are there any modifications you would like to make on your lesson?

Plan

Determine area of focus for observation
Mentor Question: Which Praxis domain does this area of focus fall under?
Determine time and date for post-conference

Journal (written reflection)

Figure 11. Pre-conference Protocol



Date ______________

OBSERVATION FORM

RUNNING OBSERVATION RECORD	PROBING QUESTIONS
Area of focus ____________________________	

Figure 12. Observation Form

Reflective (Observational) Coaching

Post-Conference Protocol

Examine

Mentee examines the data collected from the observation (folded half)

Clarifying questions: Mentor or mentee asks questions because he or she did not understand something in the lesson or on the form

Praise

Mentor Question: What do you think went well in today's lesson?

Mentor provides his or her assessment of what the teacher did well and WHY this teaching behavior was effective.

Question

Mentor Question: When you read through the observation notes, what do you see?

Probing questions (from observation form): Mentor asks questions because he or she wants to "push" the beginning teacher's thinking.

Praxis Connection

Mentor Question: What areas of Praxis III have we worked on during this observation?
note: You could use the "Reflective Questions for Mentors" after areas have been identified.

Reflect

Mentee reflects on what he or she has learned from this observation.

Mentor Question: How will this observation impact your practice?

Debrief

Mentor Question: How do you think this observation process went? Is there anything you would like to do differently next time?

Journal (written reflection)

Figure 13. Post-conference Protocol

Teacher Voices:

"The protocols really, really help me (the mentor) focus on the mentee's lesson and teaching. I will continue to think about how to use this with my student teachers because I feel it has great value."

"With the pre-conference and post-conference protocols, I can make my observations more meaningful and productive."

"Reflective (observational) coaching is a technique that should be utilized by everyone! It's like walking into the mirror maze at the fair and having to study yourself in each one."

Collaborative Action Research

The mentors during the first mentor training workshop developed the collaborative action research form (see Figure 14). This format provides simple structure for teachers to follow as they collaboratively plan an action research project. We have learned that linking action research with the Praxis III domains empower teachers to frame classroom problems and inquire into meaningful solutions that benefit students.

The use of the forms aid teachers in identifying the problem, writing the research question, articulating assumptions, and creating a research plan. The form also requests that teachers examine the dilemma in conjunction to the Praxis III domains. At the biweekly team meetings, mentors and entry year teachers planned their action research project with the guidance of their university resource person. Several dyads presented their plan during a consultancy protocol to receive more critical feedback. During meetings, mentors and entry year teachers frequently shared their research, the results, and the changes they were making in their classrooms based upon this systematic examination of data. Thus, the collaborative action research projects facilitated reflection and direct classroom improvement. This reflective tool created an environment for improvement for both the mentors and the entry year teachers as they researched collaboratively.

Collaborative Action Research Planning Document

teachers ______________________ & _________________________

Problem Identification

What problem are you encountering in your classroom?

What have you already tried to solve this problem?

What might be the cause of this problem?

Brainstorm other ways you could solve this problem?

The Research Question

Turn one possible solution into a research question. What is the specific question that you want to answer about your classroom?

Assumptions

By asking this question, what assumptions are you making?

1. ____
2. ____
3. ____

Praxis Connection

Which domains of Praxis III does this investigation fall under?

____

____

Research Plan

Brainstorm strategies / data that you could use to answer this question.

________________________ ________________________

________________________ ________________________

________________________ ________________________

Examine this brainstorming list. Which ideas will be most effective in your investigation? Complete the following chart.

What Data to Collect	How to Collect Data	When to Collect Data

How will you know if you have found workable solutions to your problem?

____

____

Figure 14. Action Research Planning Document

Teacher Voices:

"The action research project gave me the most reflective pause because I had to alter my way of thinking somewhat, which I viewed as a positive."

"Collaborative action research empowers teachers to think about an issue that is meaningful to them and allows them to use their work (the classroom) to conduct research. What a great direction for our profession to move!"

"The collaborative action research planning document is very beneficial. It is nice to have something relatively concrete so we can have more confidence in helping our mentees."

"The collaborative action research planning document was extremely user-friendly. Having done action research before, it really simplified the process."

"A number of in-depth discussions took place as team members explored possible action research problems and developed action research plans. It appeared that in most cases the action research projects produced positive results. Mentors and mentees were very engaged in this activity and obviously enjoyed planning and carrying out the action research projects. They felt a genuine ownership of the action research process and were proud of the results that the process produced. The action research protocol also proved to be a powerful tool in the professional development of teachers."

-- a university resource person

CHAPTER FIVE

On-going Support

The second key foundational piece of a powerful mentoring program is on-going support for all key participants. This support is vital. The mentoring process is quite complex because it is based on the social interaction between two professionals who operate in a fast-paced, demanding school context. Most schools do not have time "built-in" during the school day for the mentor and entry year teacher to meet together. Thus, mentoring takes place whenever it can be "squeezed in," maybe a few minutes before school starts, or during lunch, or after school. Little support, whether it be time or financial assistance, is provided for the mentor and entry year teacher.

From our experience with the Entry Year Pilot Project, we have learned that on-going support plays a crucial role in the mentoring process. For us, as seen in Figure 15, the momentum of the mentoring process continued to build as two different groups received constant support: the mentors & their entry year teachers and the mentor coaches & their university resource persons.

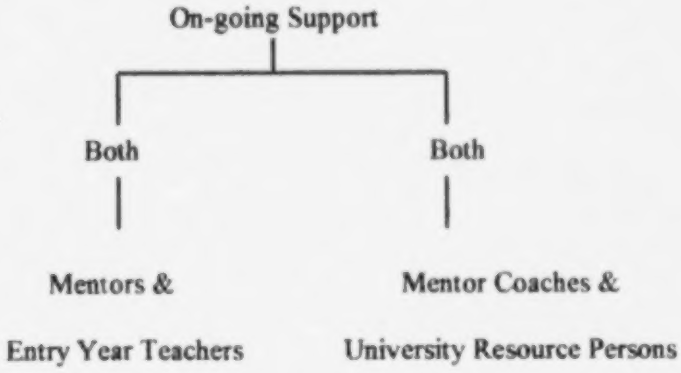


Figure 15. On-going Support

Providing Support for Mentors and Entry Year Teachers

People know their work is valued when it is supported in tangible ways. The mentors and entry year teachers found on-going support through their biweekly team meetings, which were designed specifically for both. As seen in Figure 16, the support for these team meetings took four different forms: resources, time, people, and knowledge & skill.

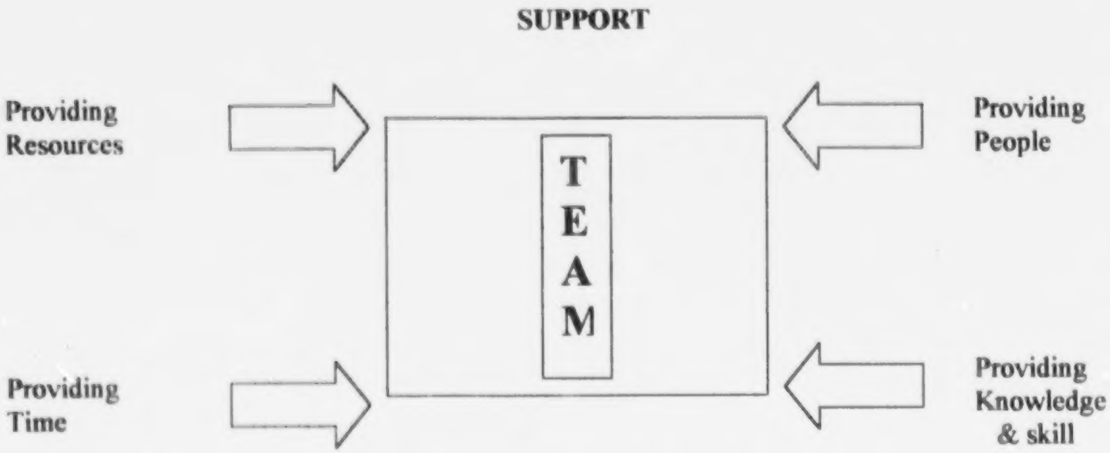


Figure 16. The Support Structure

Providing Resources -- Most biweekly team meetings occurred from 4:30 to 6:30 p.m. after the teachers had spent a full day teaching. One easy financial support was to provide a simple dinner, usually consisting of pizza, pop, and chocolate. The provision of food suggested that the teachers' needs were valued and met. Mentors and entry year teachers also needed materials for these meetings. They were all provided with three-ring notebooks and the tab divider inserts for their portfolios. Each team was provided with necessary chart paper, markers, and masking tape. Any photocopying expenses were also covered.

The last resource provided was the financial resource to support the required biweekly mentor observations. These observations played a key role in the conversations that occurred during team meetings. Because of conflicting schedules and time constraints, several mentors could not make these observations unless they had a substitute teacher to cover their classes. Likewise, the entry year teachers found it difficult to observe another master teacher biweekly unless they too had the financial support to have a substitute for their classes.

Providing Time -- Lack of time always surfaces as a crucial issue in the mentoring process. Mentors and entry year teachers need time to work together. In the Entry Year Pilot Project, we made time available through the obvious support of substitute teachers. More importantly, though, time provision was built into the program through the biweekly team meetings. For all those attending these meetings, the key issue was time -- we've committed our time to these meetings, now let us use the time wisely. To make each meeting a profitable use of time, the mentor coaches always had concrete agendas with time frames. The entire meeting was planned to the minute, and the coaches worked skillfully to follow the planned agenda. Time was provided and used wisely.

The agendas usually followed a consistent format. The meetings began with time for food and conversation. After a team building activity, the mentor coach summarized the reflections that the team members had written concerning the last meeting. Logistical issues were then tackled. The middle of the meeting was comprised of a consultancy protocol, action research work, or reflective (observational) coaching debriefing. The meeting always ended with the teachers planning the next meeting and writing a reflection on the session.

Providing People -- Through this project, we learned that the mentors and entry year teachers also needed the support of several key people. First, the mentoring process was enhanced by participation on a team. Mentors and entry year teachers shared with and received feedback from other team members. Another key person was the mentor coach who designed the meetings around the needs of the team members and the use of the reflective tools. The university faculty resource added another dimension to the team meetings. Their feedback and expertise yielded depth to our work. The last key role was that of a coordinator. The coordinator met with the mentor coaches and university resource persons monthly to evaluate the project and make critical changes. Each of these roles contributed to the support that the entry year teachers received.

Providing Knowledge and Skill -- While researching this project, we discovered that the mentor workshop and the entry year teacher orientation provided a basic level of knowledge and skill. To enhance the mentoring process, ongoing acquisition of knowledge and skills had to be provided. Thus during the team meetings, the mentors received necessary support to continually improve their implementation of the reflective tools. Through engaging discussions with other mentors, they learned new techniques and approaches to strengthen their work as a mentor. The entry year teachers also increased in knowledge and skill in the four domains of Praxis III. During team meetings, they participated in providing feedback for the lesson presentations of both mentors and other beginning teachers. They developed skills and knowledge when they were observed by their mentor and also when they observed other master teachers. Participating in collaborative action research projects created another venue for the development of knowledge and skills.

This on-going support benefited both the mentors and the entry year teachers. The support strengthened the commitment of each and enhanced their work.

Teacher Voices:

> "Even after a full day of teaching, I look forward to the meetings because of the renewal they offer. We all feel this way. Problems are sorted out. Venting is done. We do this all together."
>
> -- a mentor

Providing Support for Mentor Coaches and University Resource Persons

Supporting Mentor Coaches -- Because the mentor coaches facilitate the biweekly meetings, we learned that it is imperative that they receive on-going support in developing their skills, in making Praxis III connections, and in connecting the work of the teams. This support came to fruition through the monthly planning meetings, which were attended by the coordinator, the mentor coaches, and the university resource persons. For most of the six mentor coaches, facilitating a team of adults was a new experience. These elementary teachers' expertise resided in teaching small children, not facilitating team meetings.

Thus, the mentor coaches first worked on facilitation skills by reading several key articles ("Facilitation with Flair: Restructuring schools from within" by Terry Campanella and Nancy Cieslak and

"Missions in Possibility Space" by David Perkins). After reading these articles, they then analyzed the facilitation skills of the coordinator who conducted the monthly mentor coach and university resource person planning meetings. Exploring the preparation that would need to be completed before meetings, the conducting of a meeting, and the special challenges they might encounter, the mentor coaches realized the importance of their position in relationship to the mentoring of the entry year teachers. They discussed the importance of agendas, the value of conforming to the time constraints of an agenda, and the considerations to make when creating an agenda. To provide team members with a voice, the mentor coaches explored ways to include all members in various activities and to provide for individual feedback about each meeting.

As a group, the mentor coaches, university resource persons, and coordinator planned the first three team meeting agendas together. At each subsequent meeting, they discussed the strengths and weaknesses of the agendas and reflected on their facilitation skills. Mentor coaches also explored the importance of team building activities and ways to incorporate them into their meetings.

Mentor coaches also needed continual support in connecting their work to Praxis III. The coordinator constantly referred to the four aspects that should guide their work: the three reflective tools and Praxis III. During the monthly planning meetings, the mentor coaches worked together to create activities to help mentors and entry year teachers explore each of the 19 Praxis III criteria. An assessor presented at one meeting to suggest more possible ways to encourage entry year teachers to align their work with the Praxis III domains. Praxis III did not drive the mentoring process, but more importantly provided a key reference or central point for the work to connect.

Lastly, the mentor coaches needed on-going support in connecting their separate teams to create a unified whole. At each monthly meeting, the mentor coaches shared what their teams were currently doing and the direction they were heading. As each coach shared, other coaches extracted new ideas and team activities. Through the shared presentations, the coaches familiarized themselves with each team's work and the connections it had to their work. The more that was shared, the more unified the teams became. The teams had the same goals, but the mentor coaches used various approaches to meet these goals.

Supporting University Resource Persons -- Although serving in a role of support themselves, the university resource persons also benefited from on-going support of the monthly planning meetings. To function as a university resource person, these six professors had to maintain a holistic view of the events taking place in each team and in the whole grant. Through their attendance in the monthly planning meetings, they were able to provide more productive support to the mentor coach and team that they supported. The university resource persons also discussed their roles on the teams and the ways that they could assist in action research projects. Support for the university resource persons came largely through this monthly planning meeting because it provided a place for them to actively participate in shaping current and future events.

Support for all participants focused on teams of people working together to meet a common goal. As we learned, the power of this support resulted from the frequency of the meetings and their capacity for addressing people's needs.

CHAPTER SIX

Feedback

The last key aspect of an effective mentoring program is creating, implementing, and maintaining feedback. Feedback not only guarantees that the program is indeed meeting its original goals but also that the program adjusts to meet the needs of the participants. In the Entry Year Pilot Project, internal and external feedback continually modified the project format to achieve goals and to meet the changing needs of the mentors and entry year teachers. Figure 17 illustrates the powerful influence of feedback.

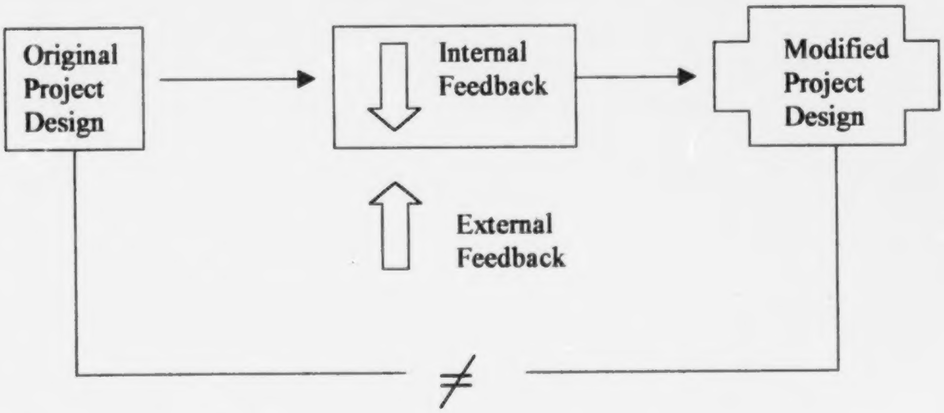


Figure 17. Impact of Internal and External Feedback

External Feedback -- External feedback came through the evaluations of our outside evaluators, Dr. Maher Darabi and Dr. LeighAnn Oettinger. They followed the evaluation protocol presented by the Ohio Department of Education. The mid-year evaluation questionnaire (see appendix E) presented key information concerning the number of times mentors were observing their entry year teachers and consulting with them. More importantly, these data yielded information on how the participants believed they were personally benefiting from the program and their concerns or suggestions for improvement. One quantitative measure from this questionnaire was the participants' view of how their teaching had been affected through their participation in this project, ranging from a "-2" for a negative change to a

"+2" for a positive change. This research analysis can be found in Appendix D. At a monthly planning meeting, the mentor coaches and university resource persons discussed these data as we planned for the following semester.

Toward the end of spring 1998, Dr. Oettinger researched the nature of the feedback that the entry year teachers were receiving, in relation to both quality and quantity. To gather data, she attended a monthly planning meeting with the coordinator, mentor coaches, and university resource persons. She also attended several team meetings and the final symposium. Much of her research report comes from the interviews she conducted with several mentors and entry year teachers. The results of her study, which can be found in Appendix F, influenced planning for the 1998-1999 Entry Year Pilot Project.

Internal Feedback -- Through our research, we learned the vital role that internal feedback plays. We received internal feedback from several meetings: principals' orientation, teaching fellows quarterly meetings, partnership meetings, mid-year mentor meeting, and symposium. The key, though, was in establishing a consistent venue for feedback and then the appropriate mechanism to make necessary changes. Internal feedback should be more than an occasional "checking in." We planned a structure so that feedback would continually surface and affect our work.

This hierarchical structure, see Figure 18, permitted information to journey in two directions. The coordinator worked closely with the mentor coaches and university resource persons. Their unified decisions flowed down to the team participants. Likewise, the team participants worked closely with the mentor coaches and university resource persons. Their unified suggestions flowed up to the planning team.

At the end of each biweekly team meeting, all of the participants completed a "Reflections on the Session" form, see Figure 19. The mentors and entry year teachers reflected on those things that they had learned or had caused a reflective pause; they also reflected on those things that did not work for them or that left them in a state of confusion. Lastly, they provided information to the mentor coaches on changes that could help improve the quality of the meetings. The mentor coaches valued these comments as they

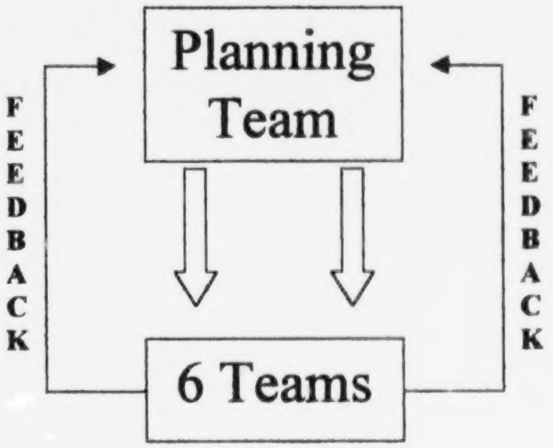


Figure 18. Feedback Structure

gave direction to their work. One coach commented, "I'm always so excited to get home so I can read the reflections. I love them. They tell me exactly where everyone stands and what I should do next." Not only do these reflection sheets create a forum for problems and issues to emerge, but they also provide an opportunity for each person's voice to be heard.

Date _________

Reflections on the Session

1. What worked well for you today? What influenced your thinking, gave you "reflective pause"? What generated new ideas?
2. What didn't work well for you today? What bored you? Left you mystified? What might have worked had it been done differently?
3. What should I (as the facilitator) know for our next meeting?

Figure 19 - Reflection Form

Mentor coaches shared summaries of these reflections at each monthly planning meeting. As a result of the feedback from these reflection sheets, obstacles were continually identified, which allowed for the appropriate response to be planned and implemented. The chart below briefly describes some of these obstacles and the resulting actions.

Identified Obstacles	Responsive Action
■ Entry year teachers felt overwhelmed by Praxis III	■ Focused on the consultancy protocol & and the three reflective tools
■ Needed to spend more time on studying Praxis III domains	■ Each team meeting included activities on various criteria
■ Teams not as open as desired	■ Spent more time on team building activities
■ Mentors desired more support & information	■ Organized a mid-year mentor meeting
■ Symposium should reflect participants' work	■ Mentor coaches & university resource persons planned event
■ Too many individual portfolios; participants not "owning" their individual work	■ Required a team portfolio that reflected individual and team growth
■ More principal involvement	■ University Resource Person visits; several invited to monthly planning meeting
■ Leadership team wanted to know more about assessment process	■ Assessor spoke to group

Figure 20. Obstacles and Actions

The feedback mechanism permitted us to be responsive to the direction we were heading and the needs of the participants.

CHAPTER SEVEN

The Impact

The Entry Year Pilot Project impacted various learners and learning communities. Our intent was to make a powerful impact on entry year teachers, but the power of the mentoring program itself caused us to influence mentors, schools, districts, the university, and educational associations, see Figure 21.

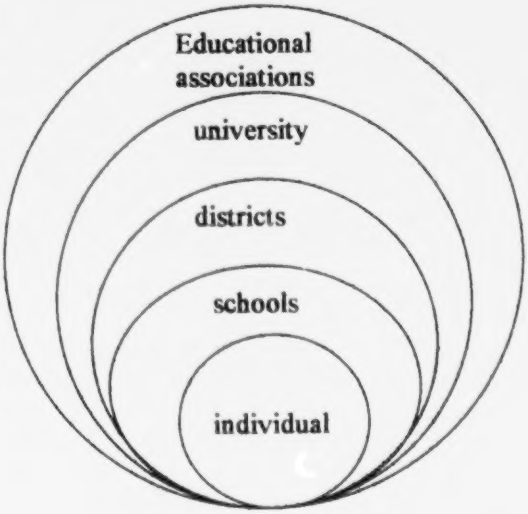


Figure 21. Impact

Individuals -- By participating in the Entry Year Pilot Project, entry year teachers, their mentors, and their mentor coaches all verified the professional impact that the mentoring process had on their lives. From this research, we learned that 92% of the participants, both mentors and entry year teachers, attributed this mentoring program for positively affecting their teaching.

Participant voices:

> "How could you not grow and improve by just having the opportunity to be in a supportive group of teachers talking, listening, and challenging each other!"
> --a mentor

"Being involved in this, our version of Goals 2000 and Praxis III, has been probably the biggest growth experience I have ever had professionally. I feel very fortunate to have been a part of this pioneering group."

-- a mentor

"This project has caused me to be a more reflective teacher, looking not only at my teaching but the teaching of others."

-- entry year teacher

"In the beginning, I felt that a mentoring program would be me helping someone else. Once I got into the training and began to learn the tools, I began to think I may benefit as well. And I did. The meetings helped me become more reflective, ask better questions, and be a better teacher as well as a better mentor."

-- a mentor

Schools -- Several schools were greatly influenced through this project. Of the 17 participating schools, seven were partnership schools. Thus, each of these schools had two graduate teaching fellows who taught half days for the entire year. Because the fellows shared a classroom with their mentors, the mentors were provided with half-day release time. These special mentors, who were called partnership liaisons, attended the biweekly partnership meetings, but more importantly, they played a vital role in their school. Each school chose a project for these partnership liaisons to oversee. For example, some of these teachers were in charge of professional development activities. Some focused their energies on curriculum development, while others worked on technology. Each school flourished in new important areas because they had the personnel to research and to organize.

Several schools incorporated the principles of the reflective tools into their culture. For example, The Plains Elementary School, which is a professional development school, received a grant to train all of their teachers to use the three reflective tools with their pre-service teachers. East Elementary planned to have their faculty work on teams similar to the ones in the Entry Year Pilot Project. Chauncey Elementary and Coolville Elementary created a professional development team comprised of teachers who wanted to meet regularly to improve their practice. These teams were comprised of inexperienced and experienced teachers who systematically wanted to examine their teaching more critically.

Districts -- Districts benefited from this project in several ways. First, all their entry year teachers had a powerful first year. Secondly, many teachers in each district received intensive mentor training, and their principals were introduced to Praxis III. Of course, those partnership schools who had teaching fellows received release time for several teachers at no additional cost.

University -- Through this project, the partnership between the university and public schools was strengthened. Most of the university resource persons who participated began using the reflective tools in their classes. As described earlier, two teaching fellows were placed in each of six-partnership schools where they co-taught with their mentor teacher. Mentor teachers were then able to use a portion of their release time to provide support and leadership for school and partnership responsibilities. These partnership liaison teachers, for example, attended biweekly Partnership Coordinating Council meetings where they worked with university faculty and administrators to coordinate and direct school/university collaboration in teacher preparation and the professional development of both public school and College of Education faculty.

Educational Associations -- The research from this project was presented at the COPIS (Council of Professors in Supervision) conference and at the Holmes Partnership meeting.

CHAPTER EIGHT

Conclusions

The following conclusions should impact the Ohio Department of Education while piloting the Praxis III assessment process:

1. The Praxis III assessment must be coupled with a powerful, intensive mentoring program to reap maximum benefit.
2. The mentoring program must be allotted necessary support in the following areas: time, resources, people, and knowledge & skill.
3. Principals must play an active role in identifying mentors and matching them with the entry year teachers; they must also provide necessary support.
4. The mentoring program should be designed in such a fashion that both entry year teachers and mentors receive professional development.
5. To reap maximum benefit, the mentors and entry year teachers must have on-going support throughout the year.
6. Mentors are more effective when they have the necessary skills to mentor, such as the Tools for Reflection.
7. Mentor training is crucial in developing a knowledge and skill base for mentors; this training must go far beyond Pathwise training.
8. Mentors should be held accountable to clear expectations but should also be well compensated for their time.
9. Feedback must be in place to facilitate changes so that goals and individual needs are met.

10. A successful mentoring program is comprised of the 3 following aspects: intensive mentor training of reflective tools, feedback, and support.

APPENDIXES

Appendix A

Quarterly Reports of Activities

Ohio University: Entry Year Pilot Project

1997-98

GOALS 2000 Quarterly Reports

prepared by Susan R. Murray, Ph.D.
grant coordinator

Ohio University: Entry Year Pilot Project

Goal #1	Activity	Date	#/type of participant	achievement	concern/changes
Train 18 public school and university educators as Praxis III assessors.	• Introductory letter & application forms give to 17 principals	5/6/97	34 assessors notified	17 applications were returned	some assessors were not well informed
	• Notification of acceptance and training information	7/1/97	17 assessors notified		assessors received notice later than ideal; some had assumed they were not accepted & made plans during training
	• Orientation	7/21/97	13 assessors attended		
	• 4-day Training	8/4-7/97	13 assessors attended		
	• Review	8/18/97	13 assessors attended		
	• APT	8/19/97	13 assessors attended	no information received concerning proficiency	assessor status for grant is unknown

GOALS 2000 Quarterly Reports

Ohio University: Entry Year Pilot Project

Goal #2	Activity	Date	#/type of participant	achievement	concern/changes
Access the classroom performance of 35 first- or second-year teachers, and 12 teaching fellows, with the Praxis III assessment model.	• Invitation to seniors to apply for fellowship	4/21/97	400 preservice seniors notified	24 seniors applied	
	• Teaching Fellows Orientation	8/19/97	11 teaching fellows		
	• Mentee Orientation	9/8/97	16 EYTs		
	• First Round of Assessments	12/97-1/98	24 EYTs have been assessed	most EYTs feel positive concerning the experience	2 EYTs have not yet been assessed. One has a date; the other has not yet been contacted.
	• Second Round of Assessments	3/98-5/98	26 EYTs have been assessed		EYTs do not believe Praxis assessment reflects their teaching because it is a limited snapshot

Ohio University: Entry Year Pilot Project

Goal #3	Activity	Date	#/type of participant	achievement	concern/changes
Investigate ways of strengthening partnership between teacher preparation institutions and public schools in educating preservice teachers.	- Partnership Support Meeting	4/7/97	8 university & school representatives	Goals 2000 planning & preservice training updates	only one public school teacher can attend meetings during day
	- Partnership Support Meeting	4/14/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	4/21/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	5/5/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	5/12/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	5/19/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	5/27/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	6/2/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	6/12/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	- Partnership Support Meeting	6/26/97	8 university & school representatives	Goals 2000 planning & preservice training updates	

Ohio University: Entry Year Pilot Project

Goal #3	Activity	Date	#/type of participant	achievement	concern/changes
Investigate ways of strengthening partnership between teacher preparation institutions and public schools in educating preservice teachers.	• Partnership Support Meeting	7/11/97	8 university & school representatives	Goals 2000 planning	
	• Partnership Support Meeting	8/18/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	• Partnership Support Meeting	8/20/97	8 university & school representatives	Goals 2000 planning & preservice training updates	
	• Partnership Support Meeting	9/17/97	13 university & school representatives	School partnership updates & future planning	8 of 13
	• Partnership Support Meeting	10/2/97	14 university & school representatives	School partnership updates & rubric for partnership juniors	
	• Partnership Support Meeting	10/22/97	12 university & school representatives		
	• Partnership Support Meeting	11/5/97	14 university & school representatives	School partnership updates & ideas for partnering with two local museums	
	• Partnership Support Meeting	11/19/97	13 university & school representatives	Mid-Evaluation of Goals 2000 Grant	
	• Partnership Support Meeting	12/3/97	15 university & school representatives	Museum visit	
	• Partnership Support Meeting	1/14/98	12 university & school representatives	School partnership updates & Goals 2000 suggestions	

GOALS 2000 Quarterly Reports

Ohio University: Entry Year Pilot Project

Goal #3	Activity	Date	#/type of participant	achievement	concern/changes
Investigate ways of strengthening partnership between teacher preparation institutions and public schools in educating preservice teachers.	• Partnership Support Meeting	1/28/98	12 university & school representatives	Holmes Partnership update & school partnership updates	
	• Partnership Support Meeting	2/11/98	14 university & school representatives		
	• Partnership Support Meeting	2/25/98	13 university & school representatives		
	• Partnership Support Meeting	3/11/98	12 university & school representatives		8 of 13
	• Partnership Support Meeting	3/25/98	13 university & school representatives	Selection process of identifying teaching fellows	
	• Partnership Support Meeting	4/8/98	12 university & school representatives		
	• Partnership Support Meeting	4/22/98	14 university & school representatives		
	• Partnership Support Meeting	5/13/98	10 university & school representatives	Partnership school updates and plans for next year	

Ohio University: Entry Year Pilot Project

Goal #4	Activity	Date	#/type of participant	achievement	concern/changes
Prepare 42 public school and university mentors who will collaborate in mentoring first- or second-year teachers and teaching fellows (full-time graduate students who co-teach with their teacher mentor)	• Introductory letters & applications given to 17 principals	5/6/97	68 mentors notified	47 mentors applied	schools selected mentors various ways (principal selected or school representative)
	• Notification of acceptance or an alternate position	6/3/97	42 mentors accepted		
	• Training Week #1	7/14-18/97	25 mentors 1 OU resource person 2 school representatives	high success in goal achievement according to goal dot charts & daily reflections	
	• Training Week #2	8/4-8/97	13 mentors 3 OU resource persons	high success in goal achievement according to goal dot charts & daily reflections	

GOALS 2000 Quarterly Reports

Ohio University: Entry Year Pilot Project

Goal #5	Activity	Date	#/type of participant	achievement	concern/changes
Train mentors in action research knowledge and skills so they can support their mentees in inquiry that collects and interprets classroom data directly related to the Praxis III model.	• Collaborative Group Action Research: mentors experience AR spiral	7/14/97 8/4/97	25 mentors 13 mentors	Mentors experienced problem formation, the research question, collecting & analyzing data, and reporting	
	• Exploration of AR history & knowledge	7/15/97 8/4/97	25 mentors 13 mentors		
	• Reading about action research	7/15/97 8/4/97	25 mentors 13 mentors	Mentors read and shared several key articles on action research and samples of teacher research	
	• Collaborative Action Research Planning Documents	7/17-18/97 8/7-8/97	25 mentors 13 mentors	Mentors role played their role in assisting mentees plan research projects	
	• Team Meetings (planning documents)	10/97	38 mentors 38 mentees	Mentors and mentees plan action research projects. University resource person guides work.	Participants overwhelmed with learning and using so many new tools.
	• Team Meetings	7/98	38 mentors 38 mentees	Teams began focusing on action research.	
	• Symposium	5/9	210 participants	Mentors & EYTs presented action research	

Ohio University: Entry Year Pilot Project

Goal #6	Activity	Date	#/type of participant	achievement	concern/changes
Inform principals about their role in supporting mentor/mentee collaboration and strengthening school/university partnerships.	• Principal Notification of Goals 2000 grant	1/2/97	18 principals	Many principals wrote letters of support for the grant proposal	
	• Principal Orientation	5/6/97	12 principals 1 representative 1 superintendent		
	• Phone calls to Principals	8&9/97	17 principals	Matching trained mentors and beginning teachers	
	• Informative letter of project mentors and teams	8/19/97	17 principals	Informed concerning summer training and project teams	
	• Informative Presentation for Athens County Principals	9/4/97	15 principals		
	• Principal Visit from University Resource Persons	9/97	17 principals	13 visits made	
	• Project Newsletter	10/15/97	17 principals & their superintendents		
	• Principals' Planning Meeting Invitation	11/18/97	6 principals of mentor coaches	5 principals attended & participated in future planning & a "mock" team meeting	still have several principals not directly related to project

Ohio University: Entry Year Pilot Project

Goal #7	Activity	Date	#/type of participant	achievement	concern/changes
Prepare six mentor coaches, each of whom will be responsible for facilitating bi-weekly team meetings of two or three schools' mentors and mentees for sharing and supporting work with action research	• Selection of Mentor Coaches	8/97	6 mentor coaches	-All six agreed to serve as mentor coaches.	
	• Mentor Coach Orientation	8/27/97	6 mentor coaches	-Discussed roles, finances, facilitation, and agenda	
	• Monthly Planning Meeting	9/23/97	6 mentor coaches 3 univ. resource persons	-Reflection on project and future planning	-Concerned about principal awareness and support
	• Monthly Planning Meeting	10/21/97	6 mentor coaches 3 univ. resource persons	-Reflection on project and future planning	-Concerned about attendance of university resource persons -Six teams need more team building
	• Monthly Planning Meeting	11/18/97	6 mentor coaches 5 univ. resource persons 5 principals	-Reflection on project and future planning	
	• Monthly Planning Meeting	1/13/98	5 mentor coaches 4 univ. resource persons	-Reflection on project and future planning	
	• Monthly Planning Meeting	2/10/97		-Reflect on project and future planning	-Problems with substitutes to release teachers to observe EYTs -Desire to spend more time on action research
	• Monthly Planning Meeting	3/17/97		-Reflection on project and future planning	
	• Monthly Planning Meeting	4/14/97		-Reflect on project and finalize symposium	

Ohio University: Entry Year Pilot Project

Goal #7	Activity	Date	#/type of participant	achievement	concern/changes
Prepare six mentor coaches, each of whom will be responsible for facilitating bi-weekly team meetings of two or three schools' mentors and mentees for sharing and supporting work with action research.	• Monthly Planning Meeting	5/5/97		-Finalize symposium	-Revising portfolio from individual to team
	• Jeanne's Team Meetings	11/12/97	13/14 team members	Completed planned agenda	
		2/9/97	13/14 team members		
		1/14/97	13/14 team members		
		9/29/97	13/14 team members		
		10/1/97	12/14 team members		
		10/15/97	13/14 team members		
		1/28/98	13/14 team members		
		2/11/98	12/14 team members		
		2/25/98	13/14 team members		
		3/11/98	14/14 team members		
		3/25/98	13/14 team members		
		4/8/98	14/14 team members		
		4/22/98	12/14 team members		
		5/6/98	12/14 team members		
	• Rochelle's Team Meetings	9/16/97	14/16 team members	Completed planned agenda	
		9/30/97	14/16 team members		
		10/14/97	16/16 team members		
		10/28/97	16/16 team members		
		11/11/97	14/16 team members		
		11/25/97	15/16 team members		
		12/9/97	14/16 team members		
		1/21/98	14/16 team members		
		2/18/98	14/16 team members		
		3/11/98	13/16 team members		
		3/25/98	12/16 team members		
		4/8/98	12/16 team members		
		4/22/98	13/16 team members		
	• Jean's Team Meetings	9/9/97	11/11 team members	Completed planned agenda	
		10/2/97	10/11 team members		
		10/16/97	10/11 team members		
		10/29/97	11/11 team members		
		11/11/97	10/11 team members		

Ohio University: Entry Year Pilot Project

Goal #7	Activity	Date	#/type of participant	achievement	concern/changes
Prepare six mentor coaches, each of whom will be responsible for facilitating bi-weekly team meetings of two or three schools' mentors and mentees for sharing and supporting work with action research.	• Jean's Team Meetings Cont'd	12/11/97	10/11 team members		
		1/8/98	10/11 team members		
		1/22/98	10/11 team members		
		2/12/98	10/11 team members		
		2/26/98	11/11 team members		
		3/12/98	11/11 team members		
		3/26/98	10/11 team members		
		4/9/98	10/11 team members		
		4/23/98	11/11 team members		
	• Kay's Team Meetings			Completed planned agenda	
		9/10/97	8/11 team members		
		9/29/97	10/11 team members		
		10/14/97	10/11 team members		
		10/28/97	9/11 team members		
		11/11/97	10/11 team members		
		11/25/97	11/11 team members		
		1/14/98	12/13 team members		
		1/27/98	13/13 team members		
		2/3/98	13/13 team members		
		2/17/98	11/13 team members		
		3/10/98	11/13 team members		
		3/24/98	10/13 team members		
		4/7/98	9/13 team members		
		4/21/98	11/13 team members		

Ohio University: Entry Year Pilot Project

Goal #7	Activity	Date	#/type of participant	achievement	concern/changes
Prepare six mentor coaches, each of whom will be responsible for facilitating bi-weekly team meetings of two or three schools' mentors and mentees for sharing and supporting work with action research and the Praxis III model.	• Rhonda's Team Meetings	9/16/97	8/10 team members	Completed planned agenda	
		9/30/97	10/10 team members		
		10/15/97	9/10 team members		
		10/28/97	9/10 team members		
		11/12/97	10/10 team members		
		11/25/97	8/10 team members		
		12/9/97	9/10 team members		
		1/14/98	8/10 team members		
		1/28/98	9/10 team members		
		2/11/98	8/10 team members		
		2/25/98	10/10 team members		
		3/11/98	10/10 team members		
		3/25/98	9/10 team members		
		4/8/98	10/10 team members		
		4/29/98	10/10 team members		
	• Jan's Team Meetings	9/10/97	14/15 team meetings	Completed planned agenda	
		9/24/97	13/15 team meetings		
		10/8/97	12/15 team meetings		
		10/22/97	14/15 team meetings		
		11/5/97	14/15 team meetings		
		11/19/97	14/15 team meetings		
		12/10/97	15/15 team meetings		
		1/13/97	18/18 team meetings		
		1/28/97	17/18 team meetings		
		2/11/98	17/18 team meetings		
		2/25/98	18/18 team meetings		
		3/11/98	16/18 team meetings		
		3/25/98	17/18 team meetings		
		4/8/98	18/18 team meetings		
		4/22/98	17/18 team meetings		
		5/6/98	18/18 team meetings		

Ohio University: Entry Year Pilot Project

Goal #8	Activity	Date	#/type of participant	achievement	concern/changes
Utilize the six university Praxis III resource persons to inform College of Education faculty on teacher education curriculum changes needed to prepare preservice teachers for the Praxis III assessment model.	• University Resource Person Orientation	9/9/97	4 university resource persons	-Discussed roles and responsibilities	
	• Student Teacher Supervisors Meetings	9/16/97	8 supervisors	-Supervisors requested more information and a closer connection for next two quarters.	
	• College of Education newsletter	10/97	all college of education faculty	-Contained an overview of the grant and Praxis III	
	• Al Leep			-Faculty member in the Plains Partnership	
	• Jean Ann Hunt			-Faculty member in the Federal Hocking Partnership	
	• Jim Thompson			-Praxis III mentor and co-sponsor of awareness program for teachers seeking a national certificate	
	• Tracey Reed				
	• Dorothy Leal			-Faculty member in the Chauncey Partnership	
	• Rosalie Romano			-Faculty member in the Federal Hocking Partnership	

GOALS 2000 Quarterly Reports

Ohio University: Entry Year Pilot Project

Goal #9	Activity	Date	#/type of participant	achievement	concern/changes
Host a Symposium on the Entry Year Pilot Project during May 1998 where teachers will present the design and findings of their action research inquiries	• Advertisements	1/98	Athens County & City Schools	-Inviting all teachers to participate	
	• Advertisement	3/98	Athens County & City Schools & College of Education	-Inviting all teachers to participate	
	• Symposium	5/11/98	210 participants (including next year's participants)	-Mentors and mentees presented their action research projects and conducted the symposium	

GOALS 2000 Quarterly Reports

Ohio University: Entry Year Pilot Project

Goal #9	Activity	Date	#/type of participant	achievement	concern/changes
Publish and disseminate statewide, action research reports on the Praxis III model, as well as the design and outcomes of this Entry Year Project.	• Monograph published	12/98	Audience: OU ODE RPDC	- Presents work comprehensively	

GOALS 2000 Quarterly Reports

Appendix B

Participant Profiles: Entry Year Teachers

Ohio University: Entry Year Pilot Project

Fall, 1997

GOALS 200 Quarterly Report

Entry-Year Teacher Evaluation

Prepared by

Maher Darabi
Program Evaluator

GOALS 200 Quarterly Report

Entry-Year Teacher Evaluation

	The Name of Entry-Year Teachers	Age	Gender	Race	Teacher Education Institution	Teacher Education Institution "Year"	Postbaccalaureate Education (if applicable)
1	Ann Watson	30	Female	White Non-Hispanic	Bowling Green State University	1990	NP
2	Jennifer Pierson	23	Female	White Non-Hispanic	Baldwin Wallace College	1996	NP
3	JenKins. Timothy Ryan	25	Male	White Non-Hispanic	Ohio University	1997	NP
4	Erin Burns	22	Female	White Non-Hispanic	Ohio University	1993	NP
5	Barbara Gross	24	Female	White Non-Hispanic	Ohio University	1996	NP
6	Lori Ann Hall	23	Female	White Non-Hispanic	Ohio University	1997	NP
7	Lean Johnson	23	Female	White Non-Hispanic	Ohio University	1996	M.Ed.
8	Amy Simms	22	Female	White Non-Hispanic	Ohio University	1997	NP
9	Susan Rerkian	43	Female	White Non-Hispanic	Ohio University	1995	NP
10	Erin Mauro	22	Female	White Non-Hispanic	Ohio University	1997	NP
11	Amy Liston	22	Female	White Non-Hispanic	Ohio University	1997	NP
12	Lisa Williams	22	Female	White Non-Hispanic	Ohio University	1997	NP
13	Name Missing	30	Female	White Non-Hispanic	Ohio University	1990	MS
14	Benjamin J. Urso	22	Male	White Non-Hispanic	Ohio University	1997	NP
15	Tammy M.Ruth	20	Female	White Non-Hispanic	Ohio University	1997	NP
16	Tessica Addis	24	Female	White Non-Hispanic	Ohio University	1995	NP
17	Emily Pulver	23	Female	White Non-Hispanic	Ohio University	1996	NP
18	Colleen M. Ulbrich	27	Female	White Non-Hispanic	Ohio University	1993	NP
19	Cassandra Luce	28	Female	Missing	Ohio University	1993	NP
20	Alica McClelland	24	Female	White Non-Hispanic	Ohio University	1997	NP
21	Melissa Boggs	23	Female	White Non-Hispanic	Ohio University	1992	NP
22	Timi Singley	24	Female	White Non-Hispanic	Ohio University	1996	NP
23	Stephanie Trontani	28	Female	White Non-Hispanic	University of Cincinnati	1992	NP
24	Amanda J. Cox	21	Female	White Non-Hispanic	Ohio State University	1997	NP

Table continued next page

GOALS 200 Quarterly Report

Entry-Year Teacher Evaluation

Certification	Specialty "Area(s)"	Did The Teacher Training Program Which You Completed Educate Pre-service Teachers In Pathwise or PRAXIS III?	As A pre-service Teacher, Did You Participate in A field Experience That Used PRAXIS III/Pathwise's 4 Domains As A basis For Observation?	District of Employment
Special Education	MH and DH	No	No	Federal Hocking
Elementary Education	Missing	No	No	Federal Hocking
Secondary Education	Mathematics Education	No	No	Federal Hocking
Elementary Education	Missing	No	No	Federal Hocking
Physical Education	Missing	No	No	Alexander Local
Elementary Education	Missing	No	No	Nelsonville York
Elementary Education	Missing	No	No	Alexander Local
Elementary Education	Mathematics Education	No	No	Nelsonville York
Elementary Education	Missing	No	Missing	Athens City Schools
Special Education	DH and SLD	No	No	Athens City Schools
Elementary Education	Missing	No	No	Athens City Schools
Elementary Education	Missing	No	No	Athens City Schools
Special Education	Missing	No	Missing	Ohio University
Elementary Education	Missing	No	No	Ohio University
Elementary Education	English	No	No	Ohio University
Missing	Missing	No	No	Nelsonville York
Elementary Education	Missing	No	No	The Plains Elementary School
Missing	Missing	No	No	Athens City Schools
Special Education	SLD/DH/SBH	No	No	Athens City Schools
Special Education, DH/SLD	DH and SLD	No	No	Trimble Local Elementary
BSED	Missing	No	No	Trimble Local Elementary
BA.S Elementary Certificate	Missing	No	No	Valley Community School
Special Education	Learning Disabilities	No	No	Nelsonville York
Special Education	K-12	No	No	Federal Hocking

Table continued next page

GOALS 200 Quarterly Report

Entry-Year Teacher Evaluation

Building	Number Of Years in District	Number Of Years in Teaching	Grade Level Which You Are Responsible For Teaching	What Course(s) You Are Responsible For Teaching?
Federal Hocking/High School	1	1	9-12	Developmentally Handicapped
Federal Hocking/High School	2	1	8th Grade	Math, Spelling, and Social Studies
Federal Hocking/High School	1	1	10th and 12th	Algebra
Federal Hocking/High School	1	1	6th Grade	Language Arts and Social Studies
Alexander/Middle	1	1	5-6 Grade	Physical Education
Nelsonville York/Junior High	1	1	8th Grade	Science
Alexander/ Junior High	1	1	8th Grade	Science
Nelsonville York/Elementary School	1	1	6th Grade	Math, Spelling, and Social Studies
Athens City School/West	1	3	Kindergarten	All Classes
Athens City Schools/Chauncey	1	1	3rd and 4th grade	Inclusion Math
Athens City Schools/Chauncey	1	1	First and Second Grade	All Classes
Athens City Schools/Chauncey	1	1	3rd Grade	Science, Spelling and Language Arts
Missing	1	1	University	Missing
Federal Hocking/Amesville	1	1	4-5 Grade	Language Arts and Math
Federal Hocking/Amesville	1	1	4-5 Grade	Missing
Nelsonville York/Elementary School	1	3	4th grade	Missing
The Plains Elementary	1	3	6th Grade	Language Arts
The Plains Elementary	1	1	3rd Grade	All Classes
Trimble Local/Middle School	1	5	4th grade	Inclusion Math
Trimble Local Elementary School	1	1	4th grade	Spec. Ed., Math, Spilling, English, Reading Social Studies, Handwriting and Phonics
Trimble Middle School	2	2	5th Grade	All Classes
Athens	1	1	3rd and 4th Grade	All Classes
Elementary	1	4	4the Grade	Special Education
High School	1	1	6th- 10th Grade	Music

Table continued next page

GOALS 200 Quarterly Report

Entry-Year Teacher Evaluation

Extracurricular Activities For Which You Are Responsible
Middle School Cheerleading and H.S. Student Delegation
Varsity Girls Basketball
8th Grade Boys Basketball
Missing
7th Grade Volleyball and basketball
Missing
Missing
Missing
Missing
Missing
Missing
Missing
Missing
Missing
Missing
Missing
Appalachia Reading Council and O.U. Committee
Master Program at Ohio University/1st Year
None
Art
Jr. High Cheerleaders
Missing
Missing
MARCHING Band, Pep Band, and Jazz Band

Appendix C

Participant Profiles: Mentors

Ohio University: Entry Year Pilot Project

Fall, 1997

GOALS 200 Quarterly Report

Mentor Teacher Evaluation

Prepared by

Maher Darabi
Program Evaluator

GOALS 200 Quarterly Report

Mentor Teacher Evaluation

	The Name of Mentor Teachers	Age	Gender	Race	Teacher Education Institution	Teacher Education Institution "Year"	Certification Area(s)	Highest Degree
1	Kelly Hayder	28	Female	White Non-Hispanic	Ohio Dominican College	1992	English Speech/Communication	BA.
2	Kizzi Elmore-Clark	36	Female	White Non-Hispanic	Ohio University	1984	English Speech/Communication	Master
3	She'la A. Nott	36	Female	White Non-Hispanic	Ohio University	1983	Elementary Education	BA.
4	Rochelle Repp	27	Female	White Non-Hispanic	Ohio University	1992	Elementary Education	Master
5	Diana Rushing	27	Female	White Non-Hispanic	Ohio University	1992	Secondary Education	BA.
6	Laurie L. Torrence	33	Female	White Non-Hispanic	Ohio University	1987	Mathematics Education	B.S.
7	Sugarue Ragg	49	Female	White Non-Hispanic	Miami University	1983	English	Master
8	Amanda DAwis	25	Female	White Non-Hispanic	Ohio University	1994	Social Studies	B.S.
9	Rebekah Podwill-Busch	26	Female	White Non-Hispanic	Ohio University	1993	Secondary Education	BA.
10	Kay Rhyan	40	Female	White Non-Hispanic	Ohio University	1981	Elementary Education	B.S.
11	Beth Shrivers	31	Female	White Non-Hispanic	Ohio University	1988	Special Education	B.S.
12	Mark Chapman	29	Male	White Non-Hispanic	Ohio University	1992	Elementary Education	BA.
13	Betty Mason	50	Female	Missing	Ohio University	1970	Elementary Education	Master
14	Dorothy leal	52	Female	White Non-Hispanic	University of Kentucky	1991	Elementary Education	Ed.D
15	Name Missing	43	Female	Other(Lebanese)	Ohio University	1978	Special Education	Master
16	Laura Frederiksen	44	Female	White Non-Hispanic	Ohio University	1976	Special Education	Master
17	Susie Allen	39	Female	Missing	Ohio University	1980	Elementary Education	BA.
18	Brenda May	39	Female	White Non-Hispanic	Marietta College	1988	Special Education	Master
19	Rhonda Koch	46	Female	White Non-Hispanic	Wittenberg	1973	Special Education	Master
20	Jeanneane Hudnell	33	Female	Missing	Ohio University	1986	Elementary Education	Master
21	Kathie Korb	45	Female	White Non-Hispanic	Westminster College	1974	Elementary Education	BA.
22	Susan Holsapple	40	Female	White Non-Hispanic	Ohio University	1979	Elementary Education	B.S.
23	Enid Tholin	52	Female	White Non-Hispanic	State University of New York	1967	Elementary Education	BA.
24	Cheryl Nostrant	38	Female	White Non-Hispanic	Miami University	1981	Elementary Education	B.S.
25	Shauna Kostival	29	Female	White Non-Hispanic	Ohio University	1990	Elementary Education	BA.
26	Conn'n Winters	45	Female	White Non-Hispanic	Ohio University	1982	Elementary Education	BA.
27	Julie Anderson	26	Female	White Non-Hispanic	Ohio University	1993	Elementary Education	BA.
28	Jean Chapin Emberlin	44	Female	White Non-Hispanic	University of Massachusetts	1973	Elementary Education	Master
29	Bererly Donahey	48	Female	White Non-Hispanic	Ohio University	1970	Home Education	Master
30	Jan Slattery	46	Female	White Non-Hispanic	Ohio University	1973	Elementary Education	Master
31	Janet Laine Idleman	46	Female	White Non-Hispanic	Ohio University	1972	Elementary Education	B.S.
32	Karen Chapman	51	Female	White Non-Hispanic	Ohio University	1987	Elementary Education	B.S.
33	Donna Meade	37	Female	White Non-Hispanic	University of Akron	1982	Elementary Education	B.S.
34	Jane C. Bishop	38	Female	White Non-Hispanic	Ohio University	1991	Elementary Education	B.S.
35	Carol Dew	48	Female	White Non-Hispanic	Ohio University	1971	Elementary Education	Master
36	Rathy Elasky	46	Female	White Non-Hispanic	Ohio University	1973	1st-8th Grade	Master
37	Ellen Kroutel	36	Female	White Non-Hispanic	Ohio University	1989	Elementary Education	BA.

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GOALS 200 Quarterly Report

Mentor Teacher Evaluation

Date Of The Highest Degree	Highest Degree "Area""	District of Employment	Building	Number Of Years in District
1992	English/Speech	Federal Hocking	Federal Hocking/ High School	3
1992	English/Speech	Federal Hocking	Federal Hocking/ High School	10
1983	Elem. Ed, (K-8), Reading Certificate	Trimble Local	Trimble Local/Middle School	11
1994	Elem. Ed, Talented Gifted	Federal Hocking	Federal Hocking/Middle School	4
1992	Secondary Ed, English, Reading, Speech, Journalism	Trimble Local	Trimble Local/Middle School	4
1987	Math Education	Federal Hocking	Federal Hocking/ High School	10
1983	Reading (K-12)	Nelsonville York	Nelsonville York /Position Middle	16
1994	Social Studies	Alexander Local	Alexander/ J.high	3
1993	Secondary Ed, English, Reading, Speech, Journalism	Alexander Local	Alexander/ J.high	5
1981	Elem. Ed, Biological Science	Alexander Local	Alexander/Middle	10
1988	SLD, DH.SBH, and K-12	Alexander Local	Alexander/Middle	4
1992	Elem. Ed, (1-8)	Alexander Local	Alexander/ J.high	4
1970	Elem. Ed, (K-8), Reading Certificate	Athens City Schools	Athens City Schools/ Chauncey	25
1991	Elem. Ed, Reading	Ohio University	Ohio University/ McCracken	3
1986	Special Ed, (k-12)/ Elem. Ed (1-8)	Athens City Schools	Athens City School/ West	19
1990	Special Ed/DH/ED/MSPR, Reg Elem. Ed (1-8)	Athens City Schools	Athens City Schools/ Chauncey	12
1980	Elem. Ed, (1-8)	Athens City Schools	Athens City Schools/ Chauncey	18
1993	Special Ed, (k-12)/ Elem. Ed (1-8)	Athens City Schools	Athens City Schools/ Chauncey	5
1983	Special Ed, (k-12)/ Elem. Ed (1-8)	Athens City Schools	Athens City School/ East Elementary School	7
1992	Elem. Ed, (1-8)	Federal Hocking	Federal Hocking/Coolville	12
1974	Elem. Ed, (1-8)	Federal Hocking	Federal Hocking/Coolville	15
1979	Elem. Ed, (K-8th)	Athens City Schools	Athens City School/ East Elementary School	4
1967	Elem. Ed, (K-6)	Federal Hocking	Federal Hocking/Coolville	17
1981	Elem. Ed, (1-8)	Alexander Local	Alexander / Elementary School	15
1990	Elem. Ed, (1-8)	Alexander Local	Alexander / Elementary School	8
1982	Elem. Ed, Speech Theater (1-7) and (8-12)	Athens City Schools	Athens City School/ River Valley School	7
1993	Elem. Ed, (1-8)	Athens City Schools	Athens City School/ River Valley School	4
1991	Elem. Ed, (1-8)	Federal Hocking	Federal Hocking / Amesville	10
1972	Home Education and Supervision	Trimble Local	Trimble/ Elementary School	8
1979	Elem. Ed, DH	Athens City Schools	Athens City School/ The Plains	24
1972	Elem. Ed, (1-8)	Athens City Schools	Athens City School/ The Plains	12
1967	Elem. Ed, (1-8)	Athens City Schools	Athens City School/ The Plains	30
1982	Elem. Ed, (1-8) and Reading (K-12)	Nelsonville York	Nelsonville York/ Elementary School	5
1991	Elem. Ed, (1-8)	Nelsonville York	Nelsonville York/ Elementary School	6
1978	Elem. Ed, Reading	Nelsonville York	Nelsonville York/ Elementary School	26
1987	Counseling	Federal Hocking	Amesville	20
1989	Elem. Ed, (1-8)	Athens City Schools	The Plains	10

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GOALS 200 Quarterly Report

Mentor Teacher Evaluation

Number of Years in Teaching	Grade Level Which You Are Responsible For Teaching	What Course(s) You Are Responsible For Teaching?
6	9-12	Missing
13	9-12	English and drama
11	K-8	Reading, Math, Spelling, English, Social Studies and Handwriting
4	6th Grade	Language Arts and Social Studies
4	7th and 8th Grade	Reading
10	9-12	Prealgebra through Precalculus
20	K-8	Language Arts
3	7th and 8th Grade	Social Studies
5	8th Grade	Language Arts
9	5th Grade	All Classes for 5th grade
9	6th Grade	Language Arts and Social Studies
4	7th Grade	Science
25	5th Grade	All Classes for 5th grade
25	University	Elem. Ed Classes
19	1-6 grade	Learning Disabilities 1-6
21	K-8	Special Ed, Ed, DH/Ed/MSPR
18	3rd Grade	All Classes for 3rd grade
9	First Grade	Missing
21	3-6 Grade	Multi Handicapped
12	Multi Age Primary	Missing
21	5th Grade	All Classes for 5th grade
13	Kindergarten	All Classes
21	5th Grade	All Classes for 5th grade
16	3rd Grade	All Classes for 3rd grade
8	Second Grade	All Classes
7	5-6 Grade	Missing
4	First and Second Grade	All Classes
18	4-5 Grade	Language Arts, Mathematics, Science and Health
11	Second Grade	All Classes
24	3rd Grade	All Classes
12	3rd Grade	All Classes
30	4th grade	All Classes
16	First Grade	All Classes
6	3rd Grade	All Classes
26	5th Grade	Reading/ Language
21	4th and 5th Grade	All Classes
8	6th Grade	Science, and Technology Coordinator, and Other Professional Activities

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GOALS 200 Quarterly Report

Mentor Teacher Evaluation

Extracurricular Activities For Which You Are Responsible	Have you completed Formal Mentor Training?	Have You Completed Pathwise Training?	How Many Clock Hours Was The Mentor Training?	Number of Entry-Year Teacher You Currently Mentor?
Yearbook, Newspaper	11	No	35	1
Theatre Club, Spring Play and Senior Class Advisor	Yes	No	35	1
Missing	Yes	No	35	1
Freshman Class Co-Advisor and Part-time instructor	Yes	No	35	1
Missing	Yes	No	35	1
None	Yes	No	35	1
Missing	Yes	No	35	1
Volleyball, Geography Bee, Univ. partnership and Instructor	Yes	No	35	1
Partnership Com. With Ohio Univ.	Yes	No	35	1
Student Council Advisor	Yes	No	35	1
Various Committees	Yes	No	35	1
Reserve Baseball and Science Olympiad	Yes	No	35	1
Missing	Yes	No	35	1
too Numerous to list	Yes	No	35	1
Missing	Yes	No	35	1
Venture Capital, Principal's Advisory and Technology Committee	Yes	No	35	1
Missing	Yes	No	35	1
Technology Venture Capital and Budget	Yes	No	35	1
Missing	Yes	No	35	1
Missing	Yes	No	35	1
PTO and Site Based	Yes	No	35	1
Missing	Yes	No	35	1
Ohio University Partnership	Yes	No	35	1
Staff Development, School Climate and Textbook Selection	Yes	No	35	1
Serve on Various Building Committees	Yes	No	35	1
Fine Arts Programming and Program Committee	Yes	No	35	1
Board of Director, Long-term Planning Committee and Co-mentoring	Yes	No	35	1
technology Committee and Venture Capital Steering Committee	Yes	No	35	1
Science Committee	Yes	No	35	1
Missing	Yes	No	35	1
Missing	Yes	No	35	1
Missing	Yes	No	35	1
Missing	Yes	No	35	1
Intervention Assistance Team, JAVITS and Mentoring	Yes	No	35	1
Intervention Assistance Team, JAVITS and Mentoring	Yes	No	35	1
Band Booster Secretary and pit Crew, Teacher Liaison for O.U. partnership	Yes	No	40	1
Site Council Rep, District Tech Committee,	Yes	No	40	1

Table continued next page

GOALS 200 Quarterly Report

Mentor Teacher Evaluation

How Did You Come To Be A mentor?
Missing
Heard about it
From Other Stuff Member
From Other Stuff Member
Recommended By Principal
Volunteered
Recommended By Principal
Recommended By Principal
Recommended By Principal
Recommended By Principal
Recommended By Principal
Recommended By Principal
Part OF Goals 2000 Grant
Been Doing PRAXIS For 3 Years
Recommended By Principal
I Applied To The Program
Recommended By Principal
I Applied To The Program
Recommended By Principal
I Applied To The Program
Recommended By Principal
I Applied To The Program
I Applied To The Program
Recommended By Principal
Recommended By Principal
I Applied To The Program
I Applied To The Program
I Was Willing
Volunteered
From Other Stuff Member
From Other Stuff Member
From Other Stuff Member
Recommended By Principal
Recommended By Principal
Recommended By Principal
I Applied To The Program
Goals 200 Grant

Appendix D

Mid-Year Evaluations

I am a Mentor

Thirty-four mentors responded to the Mentor and Entry-Year Teachers: The Mentoring Process Survey. The analysis for their responses is provided below.

"Frequency" refers to the number of persons who responded to that item, "frequency of every day" refers to the number of persons who wrote that response, and "mean number of times" indicates the average number of times mentors performed each of the activities. "Mean number of times" does not include "frequency of everyday."

Written responses are categorized by themes. Paraphrased samples are included.

At this point in the Entry Year Pilot Project, in what activities have you participated?

Activity	Frequency	Frequency of Everyday	Mean number of times
Observed my mentee	27	1	9.3
Attended team meetings	32	-	6.09
Consulted with my mentee	24	12	23.79
Assisted with planning Action Research project	22	-	1.59
Presented for a consulting feedback session	16	-	1.43

At this point in the Entry Year Pilot Project, what benefits have you personally experienced?

Benefits	Frequency
Professional-growth A year of great professional growth and experience for me as a mentor and for my mentees. Helping mentees.	12
Learning from others in the team meetings Learning to use and practice the consultancy protocol at our team meeting and putting it into practice in the class room. The feedback during our monthly meeting has been so positive because we get great ideas to practice through the protocol and gain many things to use at school.	11
Friendships Developed friendships with other mentors and mentees	10
Improved planning Be more aware of my own planning to meeting the needs of my students.	7
Improve own teaching by observing another Observing another teacher made me able to handle problems in different situations. I learned how to observe another teacher and learn from each other from sharing ideas and helping each other out. This gave me chance to see my mentee grow in her profession and be able to observe another teacher since my mentee is an inclusion teacher and teaches in the classroom.	6
Summer workshop information The summer activities were a wonderful learning experience.	3
Insight into teaching Gaining more insightful knowledge of teaching.	4

This makes feel that I should think more about what I do instead of just doing it.	
Increased awareness of beginning teacher needs Becoming more sensitive to the needs of a beginning teacher.	1

At this point in the Entry Year Pilot Project, What concerns and/or suggestions do you have for improvement?

Concerns and/or suggestions	Frequency
Time Time, time, time. To be able to spend more time with my mentee during the day to discuss and work together, share ideas. Ways to build in more time in the day to spend with my mentee	8
Mentee involvement in team meetings The mentees need a little training in the protocols More consultancy protocols with more mentees The mentees should be more involve in the meeting. The team meeting should focus more on the mentees beside us.	7
Team meeting Our team meetings are not progressing because our team has not bonded well	1
Clarification of mentor role The principal, supervisors and staff need to know that the mentor is not an evaluator but a support person	1
Video taping Video taping the observations would be beneficial for the observer.	1
Fellowships More involvement of fellows	1

How has your teaching changed as a result of your participation in the Goals 2000 project?

Option	Frequency
Positive change (2)	17
(1)	12
No change (0)	3
(-1)	0
Negative change (-2)	0

Not Applicable: 1
Missing: 1

Please describe in details the nature and extent of any change(s) in your teaching.

The Nature and Extent of any Change	Frequency
Improved teaching: creativity, motivation, enthusiasm Looking for new ideas to enrich student learning I learned more how to make students think positively and how to adjust the curriculum Become more selective in my teaching, therefore, my teaching has improved Using different procedures and new ideas and teaching styles Excited about trying new projects Supported me to use a new style of teaching My teaching has become more team oriented, and having my students write more 'journals" every day Have more positive outlook with children	8
Increased reflection on own teaching More reflective and feedback from my mentee By watching my mentee, I have become more aware of aspects of my own teaching After participating in consultancy protocols, I learned to be more prepared, reflective, professional and sensitive to the needs of other teachers and to think deeply about what I am doing in regard to praxis domains More reflection on what I do as well as thinking about how my teaching fits into the domains Being aware of the reflective process to improve teaching I examine my own practices more often, so that the mentee has a positive experience	6
A structure for learning This project gave me a great model for me to learn from I learn problem solving strategies The coaching, consultancy, action research and projects have all been helpful to me in teaching	3
Increased organization More organized I became more organized	2
Role as mentor Helped me to be focused about observations My role as a mentor has been more defined	2
Improved planning Being more aware of students' needs during the planning process	1
Improved own teaching by observing another Learn from my mentee since she has a lot of new ideas, energy and enthusiasm	1
Increased awareness of professional needs A better understanding of the struggle of a new teacher in a new school district	1

I am a Mentee

Twenty-one mentees responded to the Mentor and Entry-Year Teachers: The Mentoring Process Survey. The analysis for their responses is provided below.

"Frequency" refers to the number of persons who responded to that item, "frequency of every day" refers to the number of persons who wrote that response, and "mean number of times" indicates the average number of times mentees performed the activities. "Mean number of times" does not include "frequency of everyday."

Written responses are categorized by themes. Paraphrased samples are included.

At this point in the Entry Year Pilot Project, in what activities have you participated?

Activity	Frequency	Frequency of Everyday	Mean number of times
Was observed by my mentor	21	-	3.80
Attended team meetings	21	1	5.28
Consulted with my mentor	21	11	9.85
Planning Action Research project	10	-	1.7
Presented for a consulting feedback session	4	-	1.7
Observed another mentor	16	-	3.37

At this point in the Entry Year Pilot Project, what benefits have you personally experienced?

Benefits	Frequency
Learned from the experience of others Teaching experiences of my mentor and other mentors Team meetings are good places for questions to answered, concerns to be addressed and idea to be shared Working with another mentee is helpful as well as working with the mentor because you can share ideas and suggestions To see what other people are doing in the classroom helps me to look at my teaching in an objective manner	7
Increased reflection on own teaching Immediate reflecting on my own lessons is super I feel that my reflection process has really grown and having the opportunity to think about what I am doing, how I am doing it and why Makes me think more deeply about my instructional practices	3
Feedback and support Having someone to help, guide, support and encourage when needed and give feedback, advice and assistance Immediate feedback from my mentor is extremely beneficial	2
Increased knowledge of teaching Expand my thinking Gain much knowledge in teaching	2
Improved teaching More focused on organizing the lessons and mange the behavior in the class Improve myself	2
Confidence Feel secure teaching and gain more experience	1

Consultancy The consultancy protocol is very helpful	

At this point in the Entry Year Pilot Project, What concerns and/or suggestions do you have for improvement?

Concerns and/or suggestions	Frequency
Time There needs to be more structured time for pre and post conferences scheduled at school Need more time to work with my mentor or observe others Organization for time to be observed from the mentor or to observe another master teacher Time, observations are hard to fit in There should be a plan and time arrange to meet with my mentor to discuss things and answer questions It is hard to coordinate the curriculum with two people teaching	6
Portfolio Need to firmer guidelines on the portfolio. It all seems so vague. Explain the portfolio The guidelines for our portfolio need to be stressed	3
Grouping of teams/pairs Meetings should be set up by student teaching groups, teaching fellows groups and first year teachers, rather than by grade level Special Education people really need to be paired with other SP Ed people If the person is doing inclusion, they need to be paired with someone experienced with inclusion	3
Principals More support from principals The principals should be more involved from the start of the program	2
Fewer team meetings Less team meetings, maybe just once per month	1
Paperwork There is so much paperwork, every thing needs to be documented	1

How has your teaching changed as a result of your participation in the Goals 2000 project?

Option	Frequency
Positive change (2)	9
(1)	11
No change (0)	1
(-1)	0
Negative change (-2)	0

Please describe in detail the nature and extent of any change(s) in your teaching.

The nature and Extent of any Change	Frequency
Improved teaching and management More age-appropriate activities More patient Improved my classroom management and designed a set of new procedures for different purposes	4
Increased reflection on own teaching More aware of what I am doing More reflective Gives me chance to reflect on my teaching and gives more depth	3
Support and feedback Applied my mentor suggestions because they have been very effective, and two heads are better that one. Get more support from my mentor as well as from my group	2
Increased organization More organized and more prepared Took more time in planning	2
Increased confidence More positive because I can change my teaching to be more effective I have become more confident	2
Academic growth Continuous growth and development on the academic levels	1
Unsure At this stage I am not ready to formulate on opinion	1

Appendix E

Mid-Year Evaluation Survey

Ohio Department of Education Goals 2000 Project
Entry Year Pilot Project

Mentors and Entry-Year Teachers: The Mentoring Process

Information collected will be used to evaluate the effectiveness of the Entry Year Pilot Project. Data will be reported anonymously.

At this point in the entry year pilot project, in what activities have you participated ? *(Please check all that apply and provide numbers.)*

I am a Mentor	I am a Mentee
____ observed my mentee ____ # of times	____was observed by my mentee ____ # of times
____ attended team meetings ____ # of times	____ attended team meetings ____ # of times
____ consulted with my mentee ____ # of times	____ consulted with my mentor ____ # of times
____ assisted with planning Action Research Project ____ # of times	____ planned an Action Research Project ____ # of times
____ presented for a consulting feedback session ____ # of times	____ presented for a consulting feedback session ____ # of times
	____ observed another mentor ____ # of times

At this point in the Entry Year Pilot Project, what benefits have you personally experienced?

At this point in the Entry Year Pilot Project, what concerns and/or suggestions do you have for improvement?

How has your teaching changed as a result of your participation in the Goals 2000 project?

(Please circle one.)

Negative Change		**No Change**		**Positive Change**
-2	**-1**	**0**	**1**	**2**

Please describe in detail the nature and extent of any change(s) in your teaching.

Appendix F

Case Study

Ohio University Goals 2000 Program
Case Evaluation

> My experience with the mentor-mentee program that I've been involved in has been very positive and my mentor has been wonderful. I mean I cannot begin to tell you how supportive she has been. The advice, the constructive criticism, the motivation, the flowers, the cards, I mean, everything has been wonderful.
>
> (Michelle, first-year teacher)

> You know, when I did my first year of teaching, I team taught with an experienced teacher for two years, so I never had a first year experience all by myself, and I can't imagine what that is like. I know how scared I was when I started teaching....And it just makes sense, it makes so much sense for a first year teacher to have built in support, a structured support so that she doesn't, so that there's somebody designated that she can go to, it's not that she has to go out and search for someone to be that support. It's there. Because I've heard other first year teachers so, you know, they want to appear competent and independent, but just logically there's a lot that they don't know....
>
> (Kara, mentor)

LeighAnn M. Oettinger, Ph.D.
June 25, 1998

Author's note:

Evaluation of this program is based on data gathered in the following ways: tape recorded interviews with the program coordinator and three mentor-mentee dyads (two used as specific cases, the other for additional information), observation of state meetings, a college-based partnership support meeting, a coaches meeting, and a team meeting of one of the dyads, analysis of portfolio materials, and participation at the symposium. Names have been changed for confidentiality.

Ohio University Goals 2000 Program
Case Evaluation

What is the nature and quality of feedback in the preparation/support for new and/or prospective teachers?

Introduction

In the 1997-98 Ohio University Goals 2000 program, feedback to new and prospective teachers was provided by veteran teachers who received intensive summer training and year-long support in principles of mentorship. The mentors learned to use specific mentoring tools to provide ongoing support to mentees in their development as reflective educators. Specifically, the tools included observational coaching, consultancy protocol, and action research. Ongoing support came by way of bi-weekly observations, bi-weekly team meetings, and portfolio development. New and prospective teachers developed the habit of reflective practice by working with the tools and receiving support.

In addition to high quality systematic feedback provided to new and prospective teachers, the very process of using the tools and providing support informed and improved the practice of the veteran teachers as well. Further, the mentorship program was designed so that decisions were made with input by all participants; the program coordinator received ongoing systematic feedback and program development directly reflected the interests of mentors and mentees alike. Finally, with beginning teacher, experienced teachers, and college faculty working together to improve the quality of teaching, children and adolescents were the ultimate beneficiaries of the program.

Based on the case evaluation, the following general observations were made about the Ohio University Goals 2000 program:

- *The teaching of both beginning and experienced teachers becomes more reflective when mentors use specific mentoring tools to provide ongoing support.*
- *A program structure which promotes shared responsibility in program development is responsive to the needs and interests of its participants.*
- *Children and adolescent learning is enhanced as teachers systematically inquire into their practice.*

Based on the tools and support provided by the Ohio University Goals 2000 program, this report answers the following questions:

1. What is the impact of bi-weekly observations with observational coaching through mentor/mentee dyads?
2. What is the impact of bi-weekly team meetings?
3. What is the impact of the consultancy protocol?
4. What is the impact of collaborative action research?
5. What is the impact of portfolio development?
6. How does the structure of the Ohio University Goals 2000 program ensure that the interests and needs of all participants are addressed?
7. What is the impact of the mentorship program on children and adolescents?

A case summary of the major findings is provided below, followed by a narrative discussion of the findings.

Ohio University Goals 2000 Program
Case Evaluation

Summary of Findings

The teaching of both beginning and experienced teachers becomes more reflective when mentors use specific mentoring tools to provide ongoing support.

What is the Impact of Bi-Weekly Observations with Observational Coaching?

- Observational coaching provides a systematic approach to the ongoing support given by the mentors.
- The formal feedback of observational coaching enables mentors and mentees to focus on specific issues of teaching.
- Observational coaching helps beginning teachers think deeply about the choices they make about teaching.
- Techniques of observational coaching, such as the use of probing questions, enhances the ongoing informal feedback that teaching fellows receive.
- Observational coaching also helps experienced teachers think deeply about the choices they make about their own teaching.

What is the Impact of Bi-Weekly Team Meetings?

- Teachers who meet regularly with a team of teachers for the purposes of professional support, inquiry, and improvement take risks in together reflecting on and analyzing their own teaching.
- Systematically learning about the experiences, concerns, and successes of others informs

and improves teaching practice.

What is the Impact of the Consultancy Protocol?

- The consultancy protocol helps all teachers inquire into their teaching and solve problems or modify their work.
- Through the consultancy protocol, beginning teachers learn that no matter how much experience one has, teaching is always a process of inquiry and improvement.

What is the Impact of Collaborative Action Research?

- Through collaborative action research a mentor and a mentee focus their attention on a specific classroom issue for a sustained period of time.
- Collaborative action research is another tool which directly improves teaching practices and impacts student learning.

What is the Impact of Portfolio Development?

- Developing portfolios keeps mentors and mentees focused on how they are growing and developing as a teacher and mentor.
- Portfolio development helps mentees focus on their progress in the Praxis domains and how the support of a mentor aids in their progress.
- Portfolio development enables experienced teachers to realize their progress as a mentor and the impact they have on their mentee.

A program structure which promotes shared responsibility in program development is responsive to the needs and interests of its participants.

How does the structure of the Ohio University Goals 2000 program ensure that the interests and needs of all participants are addressed?

- Feedback is sought at every level of the program (i.e., observational coaching, team meetings, consultancy protocol, and so on) with regard to what worked well for the recipient of support, what did not work well, and what should be changed.
- On every level, from mentor/mentee dyads to team meetings to program coordination, the system of support changes according to the feedback received.

Children and adolescent learning is enhanced as teachers systematically inquire into their practice.

What is the impact of the mentorship program on children and adolescents?

- Reflective analysis of probing questions posed through mentoring tools improves teaching practices and impacts student learning.
- Through observational coaching students learn that peers should turn to one another for support.
- Through observational coaching students learn the importance of peers helping each other.
- By watching teachers question each other about their practices, students learn to ask each other probing questions about their own actions and classroom work.

Ohio University Goals 2000 Program
Case Evaluation

Narrative Discussion

To illustrate the nature and quality of the feedback provided to new and prospective teachers, the experiences and reflections of two mentor/mentee dyads will be used as examples. One dyad consists of a veteran teacher of students with multi-handicaps (Kara) and a first-year general education sixth grade teacher (Michelle). Kara is also a mentor coach in the project. The other is a veteran fifth grade teacher (Diana) and a graduate student in the teaching fellows program (Adam). The comments of another mentor/mentee dyad will also be used. In this case, the mentor is a first-second multi-age teacher (Rebecca) and her mentee is a teaching fellow (Jamie).

What is the impact of bi-weekly observations with observational coaching through mentor/ mentee dyads?

In a panel discussion at the symposium, Kara described the mentor/mentee dyads as "the heart of the Goals 2000 Praxis III project." Observational coaching through bi-weekly observations provided the key support for the beginning teachers. The coordinator of the Goals 2000 project explained observational coaching as follows:

> It's based on clinical supervision. We model it after clinical supervision in that there's

a preconference, an observation, and a postconference. The only difference is during the first session of the training, we took those ideas and we developed the forms that we're using, and we practiced them and changed them and practiced them and changed them, and so it's very teacher centered, teacher oriented....And then we tied it to Praxis, because in the preconference, we took domain A and consolidated it down to four or five questions. So it's tied to Praxis, but it's all questioning techniques, so I think it's a little more use friendly. I think it's teacher centered, and the focus is on trying to help the teachers reflect in order to improve.

The structure of observational coaching provided a systematic approach to the ongoing support provided by the mentors. Kara and Michelle said that they used the system of preconference, observational coaching, and postconference the most. As Michelle explained, "As structured as it was, I am so structured myself, that it helped me stay on task and get the job done." They both described how the coaching helped Michelle think more deeply about the choices she made about teaching.

Michelle: I agree with everything Kara said. One thing that I want to touch base on though, was when she would come and observe and we would preconference, Kara always had another approach to different things and was able to give me some ideas for modifications, especially when it came to the different developmental levels and abilities in the classroom. I feel a lot of times I was teaching maybe to the middle ground, or maybe even to the higher ground or even to the lower ground at times, and Kara would say, what could you do here instead, or what modifications can you make for the ones that aren't here yet, or the ones that are beyond this level. So that has been a wonderful asset of this whole thing. If nothing else she was helping me look at things in the eyes of the students.

Kara: Well what was neat was, I was posing questions. With posing probing questions, it, a lot of times it didn't mean that I had the answers. A lot of times it was exploring a question together and seeing what we came up with, which to me is really exciting because I am not, you know, I'm not an answer person. I'm not a person who always believes that the way I do it is the right way to do it. I'm, I like to look at all the aspects of something and then logically try to process and decide what we think will be the best way. Sometimes it isn't, sometimes it's like, ooh, well, what could have happened differently. So I felt like it was a real team approach. It wasn't like me saying, oh, from my wealth of experience, do this and this and this. It was just really fun to explore the excitement of education, of what it is to work with a variety of different learners and learning styles and subject areas.

The formal feedback of observational coaching enabled mentors and mentees to focus on specific issues of teaching and provided the mentee insight into her or his teaching approaches. The structure of the teaching fellows program, however, with newly certified teachers sharing a class with veteran teachers, provided the opportunity for ongoing informal feedback as well. As Diana explained, "It's a lot more informal with the fellows than if you had a teacher in a totally different room where you had to make an effort to get there. We're there on a day to day basis to know what's going on." Adam described how he appreciated receiving ongoing informal feedback.

What I mean by informal feedback is just sitting after school sometimes and talking.

> What I mean by informal is her just talking or interjecting comments. We didn't do a whole lot of sit down, I mean we did our required, sit down and write everything you see in the lessons. She'd ask probing questions, but it was more let's not break out the paper, let's just talk about it, so she got good at asking probing questions...like, well, how could you do this differently, or why was this kid, or do you want to tell me why you think this kid was acting up, or have you thought about doing it this way. I mean, all the things you don't even think about, like why did this happen, this isn't your fault, or the kids are doing the same thing for me....

What is the impact of bi-weekly team meetings?

Team meetings provided an additional avenue for support for new and prospective teachers as well as for the veteran teachers. Teams of mentor/mentee dyads from two to three different schools met twice a month to support each other's growth and development. To develop the trust necessary for open reflection and risk taking to analyze one's teaching, teams engaged in team-building activities and set the expectations for the support given to each other. For example, as they got to know each other, Diana and Adam's team set the following ground rules and identified specific purposes for their meetings. These were written on chart paper and posted on the walls during the mock team meeting at the symposium.

Ground rules

confidentiality

be positive

attend meetings (call mentor coach if you can't make it) stick to agenda

you have a choice--share/pass

show respect by looking, listening, empathizing [picture of eye, ear, heart]

Our purpose [I]

Quality, support

caring-sharing

problem-solving

risk taking

Our purpose [II]

collaborate

support

grow

trust

ideas

The location of the team meetings varied according to the team. Adam and Diana's team eventually began meeting at each other's schools. They liked getting ideas for their own classrooms by seeing how others' rooms were arranged and what was on each other's walls. At the end of each meeting, they always took a tour of the school, and they gained better appreciation for the conditions in which each other worked. This gave them a better understanding of the classroom and school issues raised during the team meetings and enabled more effective support.

The support and comfort teachers felt through the team meetings was identified on numerous occasions. At the coaches meeting, one coach accidentally referred to her team as "my family." At the symposium, a school administrator said her experienced teachers liked being a part of the team and using the tools for their own growth, even if they didn't have a mentee. Michelle described the support she received from team meetings in this way.

> And the team, oh yeah they're wonderful. They have been very supportive and some of the things that we have done throughout the year have been so helpful. The times that we've come in and said this is what's going on in my classroom, what has worked for you if you've ever had to deal with this and can we bounce some ideas off each other, that to me has been the most beneficial part of our team. Just getting other teachers and new teachers involved and brainstorming for ideas.

The direction and content of the team meetings varied according the personal interests of the members of each team. Michelle and Kara's team spent a lot of time analyzing the Praxis domains and exploring what each means in the classroom. As Kara explained,

> We really liked discussing Praxis areas and exploring what they really meant. What they really, you know, what was important in the different Praxis domains in our own personal classrooms and what did that mean to, to develop those domains and to really do them well. So we had some really exciting discussions about, you know, we just used the Praxis book and we went through domain by domain and talked bout the different aspects of those, and it really brought some lively discussion....

What is the impact of the consultancy protocol?

One of the most valuable tools used to support good teaching was the consultancy protocol. As the program coordinator explained, the consultancy protocol helps teachers inquire into their teaching and solve problems or modify their work. The meetings for each team usually included one consultancy, and though in the first part of the year it was the mentors who typically presented lessons or classroom issues for group analysis, the mentees gained valuable knowledge and understanding from listening and taking part in analysis of the issue. They learned not only teaching ideas, but that no matter how much experience one has, teaching is always a process of inquiry and improvement.

During a discussion at the coaches meeting about the sessions to be offered at the symposium, there was a strong consensus that two consultancies should be scheduled, because, as one person put it, "I personally think the consultancy is the most powerful thing we've done this year." Some teams used the consultancy protocol with the new and prospective teachers to help prepare them for the Praxis evaluation. Diana described this.

> [In our team meetings] we do the consultancies and go over their lesson plans and stuff. We didn't get to it [with Adam] before the first Praxis evaluation because it was kind of early on and we were still in the team building, getting to know each other stage and stuff, but we did before the second Praxis evaluation, and I think it really helped him a lot to not be so worried about how things were going to go. If nothing else he could think to himself, well maybe she didn't like it, but all the teachers in my team did.

What is the impact of collaborative action research?

Action research is another tool for helping teachers look at problems in their class or school and figuring out solutions for them. Collaborative action research was emphasized in the Goals 2000 program because "two heads are better than one" and the impact of the results could be farther reaching. At the action research gallery walk at the symposium, mentor/mentee dyads provided poster presentations describing the problem, the plan, and the results of their research. Topics included:

> How can we modify the math assignment (regrouping) so the student can understand how to do it?
>
> If a whole-team [by grade level] policy was implemented, would the rate of detention go down?
>
> Would keeping a checklist of curriculum objectives better enable teachers to adhere to the curriculum? and
>
> Will writing skills and CBE writing test scores improve for at-risk students by using *The Ultimate Writing and Creativity Center* computer word program to create a body of writing related to the LCL Rivers Project?

For their collaborative action research project, Diana and Adam looked at the role that stress plays in student performance on the proficiency tests and the impact stress reduction activities (such as playing music or having squeeze balls during the tests and providing snacks at the breaks) have on student attitudes toward taking the tests. They found that the students were forthright in describing the stress they felt when taking proficiency tests and that they appreciated the various stress reduction activities that the teachers provided.

In Michelle and Kara's case, Michelle explained how learning the process of action research helped her outside the Goals 2000 program.

> We did one, and it wasn't, we never completely completed it, but it was, the ideas

> we came up with I brought back to the classroom and was able to use. I'm in the midst of doing another one right now for a class that I'm taking, so I've learned the form from this partnership that we did to do my research for Dr. de Laval's class. So it's interesting how it's kind of spilled over into real life experiences.

What is the impact of portfolio development?

Both mentees and mentors kept portfolios, which documented their growth over the year. The observational coaching forms, consultancy protocol lessons, and action research documents were all compiled into portfolios by mentees and mentors. Participants also included periodic reflections about how they were growing and learning as a teacher. Mentors answer these two questions: How have I improved as a mentor? and What impact am I having on my beginning teacher? First year teachers and teaching fellows reflected on how they are improving in the four areas of praxis, and how their mentor is helping in their improvement. Michelle described the personal value her portfolio holds for her.

> I guess my biggest thing is that this will be something I will always take with me as evidence that I did survive my first year, and I was looking through and putting my journaling part together, and some of the things that I wrote at the beginning of the year, I mean, I was so blind, but it's just interesting to see the growth from the beginning to the end of this year, and then to look at this you know ten years down the road from now and realize, you know, the adjustments I've made. So it's really neat that I'll have a written record of this first year.

The following are two excerpts from Kara's reflections of what her role is, what impact it has on her own teaching, and Michelle's skills as a teacher.

October 29, 1997: I hope and believe that is it true that I am a welcome support for my mentee. The first year of teaching can be very scary. It can feel lonely and insecure. I think my mentee will have a better first year because I'm available to bounce ideas off of and I can pose questions to extend her thinking.

I think I'm making a valuable and positive impact because when the going gets tough I'm there to say, "Yes, it is hard and everybody has rough days but it doesn't mean you're a bad teacher or you failed."

I am really feeling more comfortable, as time goes on, with my mentee. I feel that we are developing a meaningful relationship that will impact our professional lives far beyond the length of this project. The most valuable part of the relationship for me is that is constantly reminds me to reflect on what I'm doing, thinking or saying as it relates to my teaching as well as the teaching of my mentee....

April 15, 1998: Michelle did a great job of focusing my observation on a concern she had about her classroom. I developed a data sheet and recorded interactions between her and her students. Again I found that if my concentration wandered for even a second my focus was lost and I missed something.

Michelle has great classroom organizational skills. Her lessons are focused and follow a logical sequence, it is really a pleasure to watch her teach.

I enjoyed our post-conference discussion. I was able to share some of my own experience from the past 22 years and she was able to reflect and respond to my comments and questions. I feel like we accomplished a lot.

Diana and Adam and all their team members kept informal portfolios for themselves, and as a team boiled down to the "crystal and essence" all the portfolios and developed one which reflected the experience of the team as a whole. That the "Rare Birds," as they called themselves, "work better as a team" was evident in the numerous unsolicited projects various members were inspired to do together and included in their team portfolio. These include a flip book entitled, *Goals 2000: A Voyage into Mentoring*, reflections on the Praxis evaluations, and a song about the Goals 2000 mentoring program. Each of these projects is so good, so telling about the Goals 2000 experience, that all three are included here in their entirety.

Goals 2000: A Voyage into Mentoring (written by two mentors)

Our Reflections

We were surfing through the rough waters of education looking for some assistance when we caught sight of the ***S GOALS: 2000.*** We got on board and sailed smoothly to improved instruction and increased student learning through observational coaching, consultancy protocols, and action research.

Teaching Staff

Throughout the year an occasional S.O.S. would be intercepted. We would quickly whip out the life preserving skills we had been equipped with through our mentoring training. We were able to ask clarifying questions to assess the situation, and through probing questions we managed to help those in need help themselves.

Students

Closer to shore the smaller fish were swimming with ease due to clear instructional goals, appropriate content and encouraging feedback given to assist their learning. It was a happy school of fish.

Parents/Community

Meanwhile, back on land, the parents of our school felt confident that their little ones were safe in the educational waters. Ship-to-shore communication was frequent and informative. Each parent was secure in the knowledge they had about the knowledge being offered to their children through positive, wonderful experiences.

New Generations of Teachers

Set forth from the ***S GOALS: 2000*** were the dinghies carrying the new teachers armed with the tools needed to meet the challenges that faced them ahead. They were ready to uphold professional standards, teach for student learning, organize for successful teaching, and create an environment for student learning. Ships ahoy!!

PRAXIS III EVALUATION (written by two mentees)

Positive Aspects of the Praxis 111 Assessment Evaluation Process

Ensuring quality educators is a good ideal to uphold

Assessors are experience classroom teachers

A pilot study to test the intricacies of the evaluation process

Pre and post observation interviews allow for dialogue

Domains clearly articulate what constitutes a professional teacher

Areas of Concern in the Praxis III Assessment Evaluation Process

No appeals system is yet in place

There is not consultation between assessors and mentors

Principal's authority and judgement is completely circumvented

The cut-off line of passing and failing is not clearly defined

Only two one hour observations throughout the course of a year

The grading scale is very subjective (i.e., a "2.5" is labeled as higher that a 2.0, but not meeting a 3.0 standard.)

Little feedback from the assessor does not help one improve his/her teaching

There is no opportunity to discuss your results with your assessor

Domain D is not observed by assessors, yet it is evaluated

The second year of teaching may be a more appropriate reflection of a teacher's teaching abilities

The amount of paperwork for both the beginning teacher and the assessor is overwhelming

The Value of Mentoring

An experienced teacher is there to act as a guide and a resource

The mentor knows the school and how it functions

Problems can be resolved through dialogue with the mentor

Mentors provide support and encouragement as well as constructive criticism

Mentors watch beginning teachers develop and mature over the course of an entire year

Mentors are able to observe beginning teachers interacting with staff and parents, as evaluated in Domain D

Mentors provide a security net for beginning teachers to rely on

A Song Sung with Guitar Accompaniment by The Rare Birds Team at the Symposium

(written by a mentor/mentee dyad, to the tune of One Tin Soldier)

Listen Praxis to our story
That was written this past year
'Bout the mentees and their mentors
All the caring that was here

In September came together
Anxious faces gathered 'round
Individuals with their struggles
By the end true friends we'd found

Mentees ought to have a mentor
Mentees ought to have a friend
Reflecting all about our teaching
Becoming teachers in the end

If you add a little chocolate
Everything can be more fun
The children are the ones who prosper
'Cause two minds are better than one

How does the structure of the Ohio University Goals 2000 program ensure that the interests and needs of all participants are addressed?

In each aspect of the mentoring program (observational coaching, team meetings, consultancy protocols, action research, portfolio development, and coaches meetings), the experience ends with the questions: what worked well for you, what didn't work well, and what should be changed. After observational coaching, for example, Michelle would reflect on the very process of the coaching itself and identify what Kara did that helped her and any changes she would like Kara to make. The presenter also discusses these questions at the end of the consultancy protocol to give feedback to the team, so the team can improve on the feed back it gives to each other, the teams reflect together at the end of team meetings about what is working and what needs improved, and the coaches provide their team's reflective feedback to the coordinator at coaches meetings. As the coordinator described, "It's so democratic. People's voices are really heard. People are not just implementing. They're implementing and changing, and changing, and changing." She further explained the process and its value.

> The mentor is giving feedback to the mentee and the mentee changes. And then the mentee and the mentor give feedback to the coach and the coach changes to meet their needs. And the coach gives feedback to the director and the director changes to meet the needs of the mentee and the mentor. So there are three levels of feedback and all are directly related to providing better feedback for the mentee: as a dyad, as a team, and as a project.

I asked the coordinator for an example of how the program changed in response to feedback from coaches and other team members. She so quickly gave three examples that it seemed if she had had time to prepare an answer she could have easily come up with a dozen. Her examples are as follows:

> One example would be at the very beginning we had introduced the consultancy protocol and then we introduced observational coaching and so the teams were

working on those two tools, and we were getting ready to go to action research, and the coaches were like, whoa, stop! The coaches believed that the teams, the individuals, the teams needed more time just working on those tools, perfecting those before we worked on the third. So we waited till January. So we started action research in January.

Another example, the coaches reported that they believed the teams would function more effectively if we spent more time on some team building activities. At that point we were spending about five to ten minutes at the beginning of each meeting, and we decided to extend that to ten to fifteen minutes for a couple of months. So I took all of their ideas and my team building activities and photocopied them and then we discussed these ideas at a coaches meeting, you know, how do you do this team building activity.

Both of these, again, are targeted at getting the teacher, the mentee, more feedback. Building closer team provides more trust, and if there's more trust, you have better feedback. And even with this, you want to give people time to learn tools effectively before going on to the next.

Another example is that the mentors felt they needed refreshed, inspired, and they wanted to learn from other teams what they were doing, what those individual mentors were doing, so that they could improve their own mentoring. So instead of a regular team meeting, we had a mentor meeting and that meeting was planned by me and the coaches, and there was a lot of intermingling, a lot of sharing, encouraging.

What is the impact of the mentorship program on children and adolescents?

The Ohio University Goals 2000 program provides support to beginning teachers for the underlying purpose of impacting the learning of children and adolescents. Mentors and mentees both participate in the program because of their dedication to improving teaching practices so that students will achieve more. The students of the mentors as well as the mentees benefit as the teachers engage in reflective analysis of probing questions posed through observational coaching, consultancy protocols, and action research.

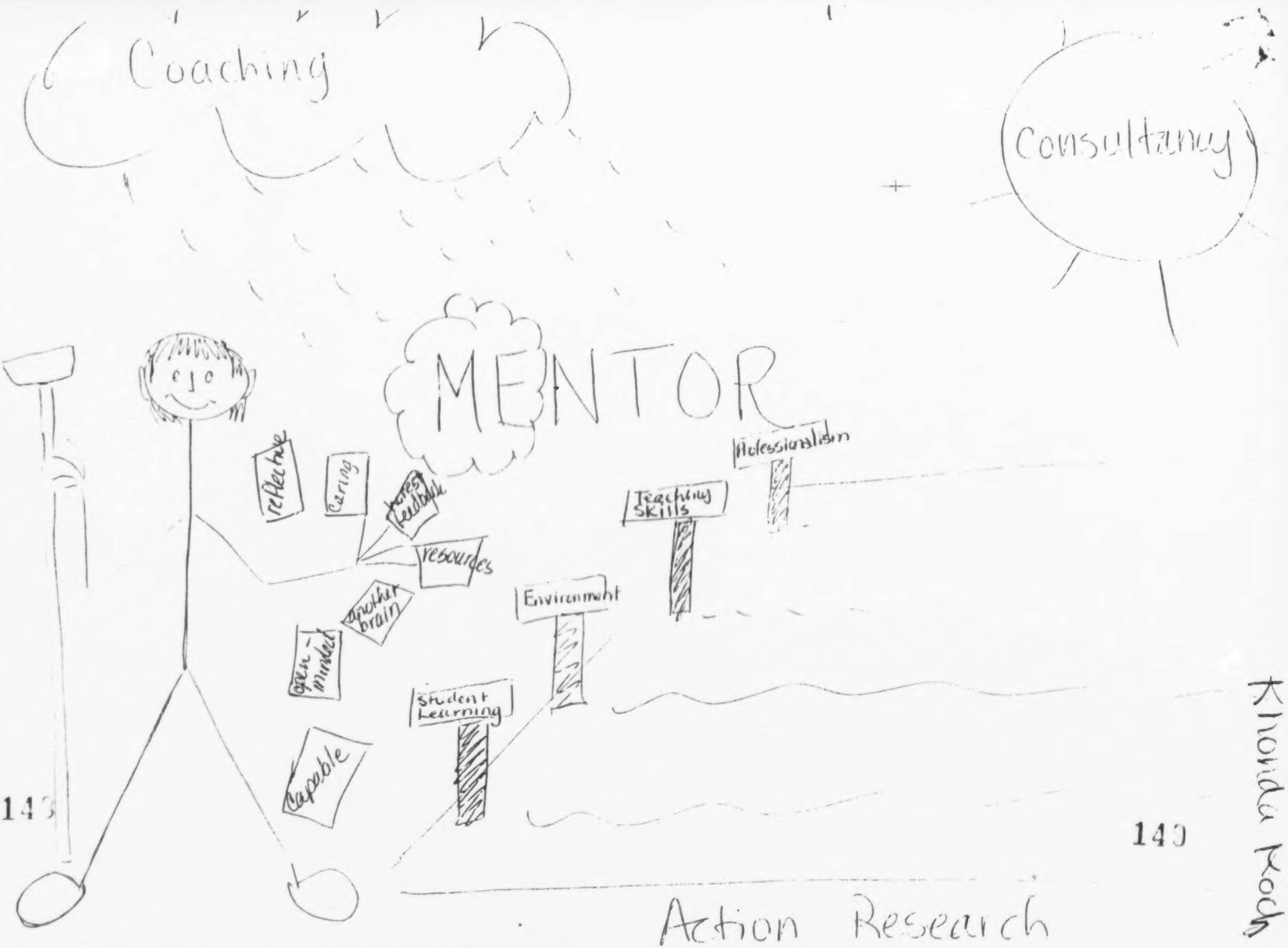
But there are other impacts on children in addition to enhanced teaching practices of their teachers. At a panel discussion at the symposium, Rebecca and Jamie, a mentor/mentee-fellow dyad, explained how their second grade students learned about the importance of peers helping each other. For example, Jamie told the children that Rebecca would be coming in to take notes about how she teaches. She told them it was really important for them to let her do her job, because she's helping Jamie become a better teacher. "If she doesn't get the opportunity to write things down for me then that's kind of hurting both of us because we're not getting our jobs done. Where if you let her do her job, then it'll help you."

From the "Rare Birds" team, a mentor with a mentee-fellow described how she observed their fifth and sixth grade students asking each other probing questions about their own actions and classroom work. She knew this came as a direct result of the students hearing her and her mentee asking each other and analyzing teaching practices. In the end, the Ohio University Goals 2000 program teaches everyone, children, beginning teachers, and experienced teachers, the habit of inquiry.

Conclusion

The Ohio University Goals 2000 program provides superior support for new and prospective teachers. It provides for the growth and development of novice and experienced teachers alike and thus contributes to quality education for all the children in their classes. Kara's conceptualization of Ohio University Goals 2000 program succinctly summarizes the key role the mentoring program plays in providing feedback to beginning teachers. Her model summarizes and synthesizes the significant components of the program using the analogy of a garden with the mentor as gardener (see attached). The tools are represented by the rain (coaching), the sun (consultancy), and the soil (action research). The gardener's hope is to help the mentee grow student learning, create a classroom environment, and use teaching skills and professionalism. She plants seeds of caring, reflection, honest feedback, resources, using another brain, open-mindedness, and capabilities. The "me" is identified in "mentor" to recognize the value the personal approach the mentor has in the mentoring process and the mentee's development. The following excerpt from Michelle's portfolio exemplifies how having the support of a trained mentor impacts beginning teacher development.

> Kara has played an integral part in helping me teach to the different developmental levels, life experiences, and learning styles of my students. I see myself modifying my lessons based on the above circumstances. I try to vary my teaching styles--hands-on, traditional, integrated wholistic, verbal/linguistic, spatial/logical, etc. I think and look at objectives needed to be taught in a whole new manner when I keep the above circumstances in mind.



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Appendix G

Financial Disclosure

Financial Disclosure

1. Teaching fellow stipends (12 x $6,000)	$72,000
2. Tuition wavers	$15,300
3. Mentor stipends (42 x $1,500)	$63,000
4. Substitute costs	$5,400
5. Mentor coach stipends (6 x $1,500)	$9,000
6. Summer workshop stipend (42 x $50)	$2,100
7. Summer workshop food	$1,000
8. Mentor Training Instruction	$9,000
9. Supplies	$16,000
10. Secretarial support	$4,000
11. Coordinator Salary	$20,000
12. Project Director Time	$15,000
13. Entry Year Teacher honorarium (36 x $300)	$10,800
14. Assessor Payments	$17,000
15. Support team meeting refreshment expenses	$5,000
16. Principal Orientation	$1,800
17. Symposium & monograph	$4,600
18. Clinical Faculty	$17,000
19. Fiscal agent	$12,000